Year 7 Religious Education Curriculum Map

7Term	Autumn Term1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	**Creation and Covenant**	**Prophecy and Promise**	**Galilee to Jerusalem**	**Desert to Garden**	**To the Ends of the Earth**	**Dialogue and Encounter**
Focus	This unit focuses on the mystery of God and how humans come to know Him: revelation. Students will learn that the Church teaches two kinds of revelation. This branch deals with the first: what can be known about God through natural reason by contemplating Creation and the human person.	This second unit explores divine revelation, which goes beyond what human reason can discover. While the previous unit focused on natural knowledge of God, this one examines revelation that humans cannot reach on their own. It emphasizes the nature and role of Sacred Scripture.	Building on previous learning, this unit teaches that Jesus is the full and final revelation of God. In him, all Old Testament covenants are renewed and fulfilled, and all Scripture points to him. The Church professes that in Jesus, God says all there is to say (CCC 65 & 102).	Students will understand the sacraments as the extension of the incarnation through time, rooted in Christ's life and mysteries. The Liturgy makes present the risen Jesus who offered himself to the Father for the world's salvation. All Christian prayer finds its source in the Liturgy and sacraments, which are both Paschal and Trinitarian. They transform those who receive them and engage with life's deepest realities, pointing from darkness to light and death to new life.	This final unit completes God's revelation through the gift of the Holy Spirit in the Church. Students learn the Spirit's role in the Church and individual lives. They understand the Spirit as the third person of the Trinity, drawing us into God's life and enabling us to cry out "Abba! Father" (Gal 4:6). The unit links the Spirit's life-giving power to the Sacrament of Confirmation.	Students begin with a study of Church history and key ecumenical councils. They then explore the religion of Islam.
Overview	• How do we know about God? • How should we read the Bible? • What does Genesis 1 teach about creation?	• How do you navigate the Bible? • Why is the Bible read in translation? • How is the Bible a library of books?	• What is the Incarnation? • Who is Jesus, the Son of God? • What did Arius teach about Jesus?	• What is the Paschal mystery? • What are the sacraments of the church? • Why was the Last Supper so important?	• Who was St Luke? • Who is the Holy Spirit? • What role did the Holy Spirit play in Jesus' life? • What is the story of Pentecost?	• How have councils been important in the Church? • What happened at the Council of Jerusalem?

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	• What does Genesis 2 teach about creation? • What are the scientific theories about creation? • What do Catholics believe about scientific theories about creation? • What makes humans different to the rest of creation? • What is our responsibility to others? • What is our responsibility to the world? • What is the role of prayer? • Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	• What connects the Hebrew Bible and the Old Testament? • Why is the Old Testament important for Catholics? • What does it mean that scripture is inspired? • What is sacred scripture and sacred tradition? • How are scripture, tradition and the magisterium connected? • How do Catholics use scripture in the Mass? • How is scripture used in the Rosary? • Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	• Who is Jesus, the Son of Man? • Who is Jesus, the Christ and Son of David? • Who is Jesus, the Lord? • What is the Trinity? • How does Catholic worship reflect belief in the Trinity? • Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	• What is the Eucharist? • Why are there so many names for the Eucharist? • How is Jesus present in the Eucharist? • Why is the Mass called a sacrifice? • Why is the structure of the Mass important? • How do Catholics carry Jesus into the world? • What do different Catholics believe about the Eucharist? • Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	• Why is Pentecost important? • What does the Church teach about the Holy Spirit? • What is the Church? • What is the Sacrament of Confirmation? • Why is the Sacrament of Confirmation important? • Two of the following three: an ethical, artistic, or lived religion example linked to the above topics.	• Why are there so many Christian denominations? • What is ecumenism? • Lessons 5-12: A comprehensive study of Islam. • To include: • What are the Abrahamic Faiths? • What do Muslim's believe about God? • What do Muslims believe about Prophets? • What are the five Pillars of Islam? • What are the Muslim Holy Books? • What is a Mosque? • What are the festivals of Id-ul-Fitr and Id-ul Adha? • What are the similarities and differences between Christianity and Islam?

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Skills	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making	• Knowledge and understanding of religion • Communication and literacy • Creative thinking • Critical thinking • Personal reflection • Investigation • Interpretation • Empathy • Evaluation • Application • Expression • Moral decision making
Link to GCSE	Catholic Christianity: Creation	Catholic Christianity: Redemption, Church and Kingdom of God	Catholic Christianity: Creation, Incarnation, Triune God, Redemption, Church and Kingdom of God, Eschatology Judaism: Beliefs, Practices	Catholic Christianity: Incarnation, Triune God	Catholic Christianity: Incarnation, Redemption, Church and Kingdom of God	Catholic Christianity: Church and Kingdom of God
Link to A Level	New Testament Studies Philosophy of Religion Religion and Ethics	New Testament Studies	New Testament Studies	New Testament Studies	New Testament Studies	New Testament Studies
Assessment	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.	Two assessments. One mid-unit and one end of unit test.

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PSHE curriculum British Values RC Ethos **Catholic Social Teaching / Loreto Values**	• Relationships • Health and well being • Study, organisational and research skills. **CST link – Human dignity:** Genesis teaches that every person is made in God's image, so each person has inherent worth. **CST link – Care for Creation:** Creation is a gift entrusted to humanity; students consider stewardship, sustainability and responsibility for the common good.	• Relationships • Study, organisational and research skills. **CST link – Preferential option for the poor and vulnerable:** The prophets call God's people to defend those who are marginalised and challenge injustice. **CST link – Solidarity:** Scripture invites people to act together for justice and to take responsibility for their neighbours.	• Relationships • Study, organisational and research skills. **CST link – Human dignity and inclusion:** Jesus' identity and ministry affirm the worth of every person and challenge exclusion. **CST link – The common good:** Students consider how Jesus' teaching and example call communities to act justly and care for everyone.	• Relationships • Study, organisational and research skills. **CST link – Solidarity and service:** The Eucharist makes Christ's self-giving love present and calls Catholics to serve others, especially people in need. **CST link – The common good:** Students connect worship with practical responsibility for building a compassionate and just community.	• Relationships • Study, organisational and research skills. **CST link – Participation and solidarity:** The Holy Spirit gathers and equips the Church to use its gifts in service of others and the wider world. **CST link – Human dignity:** Confirmation strengthens Catholics to witness to the Gospel through respectful action, justice and care for vulnerable people.	• Relationships • Study, organisational and research skills. • Tolerance • Respect • Individual liberty **CST link – Human dignity and religious freedom:** Studying Christianity and Islam encourages respect for the dignity, beliefs and rights of people from different faiths. **CST link – Dialogue, peace and the common good:** Ecumenism and interreligious understanding can challenge prejudice, build solidarity and support peaceful communities. **British Values link – Mutual respect and tolerance:** Explore how respectful dialogue protects freedom of belief while recognising

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						shared responsibilities.
Employability skills	• Problem-solving • Decision making • Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions	• Problem-solving • Decision making • Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions	• Problem-solving • Decision making • Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions	• Problem-solving • Decision making • Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions	• Problem-solving • Decision making • Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions	• Problem-solving • Decision making • Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use • Following instructions