

Year 7

Term 1 + 2 – Judaism

Curriculum Intent:

Religious Studies intends to offer students a wholistic experience of what it means to function in a diverse society. We are keen to deliver an academically rigorous curriculum right from Year 7 based on academic study of the Bible and other religious texts and how these have shaped Britain and the world. High standards of academia are also applied to everyday issues that promote the tolerance of others and mutual respect of all within our multicultural society.

Knowing others beliefs will help students to shape their own opinions and identity; we study injustice and respect in order to shape the character of students in such a way that means they can express their own beliefs while also respecting those of others. Students engage within written debate to help them gain an appreciation of what it means to discuss controversial issues in a productive manner and develop their own authority in argument.

'Why This, Why Now?' (Judaism)

The United Learning curriculum directs us to teach Judaism and Christianity as core modules for the assessment. We have adapted the Judaism unit from the United Learning resources so that it greater emphasises the overall story of the Torah (and therefore the Bible) as this is an important foundation for building detailed knowledge on the topic. For example, when asked about Christian beliefs on the death penalty, students being able to explain that Jesus contradicts the popular Old Testament teaching 'an eye for an eye' by saying 'turn the other cheek' reveals a sophisticated understanding of religious belief.

While appearing on the surface to have a 'storytelling' quality, the understanding of Torah stories is key in appreciating Jewish practices. For example, the reason Jews place two loaves of Challah bread on the table during Shabbat is connected with the story of the 40 year exile in the desert while they are led by Moses. Starting with these stories helps lay the foundation for a durable schema that will see them through their Religious Studies education. Judaism is taught first as it is the religious basis of Christianity and therefore informs some of the key ideas of that religion, allowing us to repeat several key ideas like the Creation Story, or Moses receiving the 10 Commandments, to help encode these ideas in long-term memory.

Formative Assessment:

In most lessons, students will complete an extended writing question that asks them to 'explain' or 'describe' in order to build the relevant skills for the end of year assessment from United Learning. This also allows us to assess their learning on individual topics, and we will go back to these paragraphs in order to complete DIRT activities at various points throughout the year so students can improve on their own work based on excellent examples from other year 7 students and teacher guidance.

Summative Assessment:

Pupil Mid-Year Assessments will take place at the end of half term 2. These will cover all content taught in the first 2 half terms. This assessment will inform pupil Rank Order in the subject.

The assessment will be made up of three components. The 2 mark questions (of which there are 2) require students to recall definitions of key terms. The 5 mark question requires students to describe a key aspect of Jewish belief or practice, e.g. the Synagogue. The final 8 mark explain question requires students to explain a topic in extensive detail using knowledge of scripture, e.g. Shabbat. Year 7 will use this years EoY assessment as their mid-year so we can target misconceptions based on this year's data and guide students towards the style of questions presented by United Learning.

Term 1 – Judaism (7 weeks)

Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
The Creation of the World	<ul style="list-style-type: none"> Students will need to explain why the Torah is important – this question will keep being fed back into over the course of the unit. For this lesson, students will explain what the Genesis story shows us about the nature of God in Judaism (e.g. that there is only one God, monotheism) 	<ul style="list-style-type: none"> Judaism – An ethnic religion made up of the collective religious, cultural, and legal tradition and civilization of the Jewish people Torah - The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures Monotheism - The belief in one God 	<p><i>Explain one reason the Creation Story is important to Jewish people</i></p> <ul style="list-style-type: none"> The story is the first in the Torah, the Jewish holy book It tells us that God created the world from nothing so he is all-powerful 	<ul style="list-style-type: none"> Year 7 Christianity – Original Sin Year 8 Islam – Adam and Eve and the creation of the world Year 8 AO – Adam and Eve and the break of the relationship between God and mankind
The Covenant	<ul style="list-style-type: none"> The covenant as the foundation of Judaism – this will build on previous lessons’ introduction of monotheism and the idea that God has a special relationship with the Jewish people as they have been chosen to spread his blessings to all the nations. 	<ul style="list-style-type: none"> Descendants – related to someone from an earlier generation Covenant – a promise made between God and mankind 	<p><i>Describe the covenant God made with Abraham in the Torah</i></p> <ul style="list-style-type: none"> The Promised Land – Jewish people will have a place to live The Promise of the Descendants – Abraham’s descendants will become a great nation that number the stars Promise of blessing – God will bless his people and make up for their mistakes 	<ul style="list-style-type: none"> Year 8 Islam – Ibrahim and Tawhid/Ibrahim in Arabia Year 8 AO – the covenant with Abraham, but also the entire unit and all 4 Old Testament covenants
The Exodus	<ul style="list-style-type: none"> This is continuing the narrative element of the covenant with Moses 	<ul style="list-style-type: none"> Pharaoh Exodus Plague 	<p><i>Describe the events leading to the Exodus of the Jewish people in the Torah</i></p>	<ul style="list-style-type: none"> Year 7, Judaism, the Covenant – God’s promise to Abraham

	<p>leading the Jewish people out of Egypt. Students will cover Moses escaping drowning by the Pharaoh, the Burning Bush, the 10 Plagues, as these are essential for understanding the Passover lesson.</p>		<ul style="list-style-type: none"> • God reveals himself to Moses with the Burning Bush • Moses asks Pharaoh to let his people go – Pharaoh refuses and the 10 plagues follow 	<p>that his people would live in the promised land</p> <ul style="list-style-type: none"> • Year 7, Judaism, Passover – the speed of the escape and Passover bread/the story of the lambs blood
Passover	<ul style="list-style-type: none"> • Linking to last lesson’s learning on the Pharaoh and the Ten Plagues – how this has influenced Passover. What Jews do during the celebration and the relationship between this and the Torah narrative 	<ul style="list-style-type: none"> • Pesach - Jewish celebration which remembers the Hebrews’ freedom from slavery in Egypt • Seder - A Jewish ritual service and ceremonial dinner for the first night or first two nights of Passover 	<p><i>Explain why Pesach is important to Jewish people</i></p> <ul style="list-style-type: none"> • Shows God keeps his covenant promises • Jews were freed from slavery – they thank God for this 	<ul style="list-style-type: none"> • Year 7 Christianity, the Last Supper – the supper was a Passover meal and represents the new covenant between Jesus and his followers
Moses and Law	<ul style="list-style-type: none"> • The 10 Commandments as a summary of the 613 commandments • Students will need to explain why these laws are important to Jews today. You can take the angle of Jewish history– someone who follows the Ten Commandments, keeps kosher and Shabbat, etc. is Jewish today the same as thousands of years ago 	<ul style="list-style-type: none"> • Commandment • Orthodox Judaism - A major branch within Judaism which teaches strict following of Jewish law and its traditional observances • Reform Judaism - A branch of Judaism which has adapted Judaism to modern life 	<p><i>Explain the differences between Orthodox and Reform Judaism</i></p> <ul style="list-style-type: none"> • Orthodox Jews follow the commandments strictly because they believe they are the word of God • Reform Jews believe that it is more important to follow the laws governing behaviour/that ritual and ceremony are less important 	<ul style="list-style-type: none"> • Year 7 Christianity, Jesus as a New Moses – Jesus reinterprets the 613 commandments/succeeds in obeying God where Moses failed

	<ul style="list-style-type: none"> The Commandments show Jews how to act in the way that God wants The Commandments connect Jews throughout history 			
Shabbat	<ul style="list-style-type: none"> How do Jews know what they can and can't do on Shabbat? Telling the story of Moses and the manna in the desert and relating this to the Torah/Talmud What happens during Shabbat and WHY – the why is what students struggled with last year. E.g. they remembered that there were two candles, not that those two candles represented two of the 613 commandments 	<ul style="list-style-type: none"> Talmud - The body of Jewish civil and ceremonial law and legend Shabbat - The Jewish day of rest 	<p>Explain how Shabbat is celebrated by Jewish people</p> <ul style="list-style-type: none"> Jews celebrate Shabbat because of the Genesis creation story – God granted the 7th day as a gift The story of Moses – the 7th day represents the hope of the promised land 	<ul style="list-style-type: none"> Year 7, Judaism, the Creation Story – God created the world in 6 days and rested on the 7th

Term 2 – Judaism (7.5 weeks)

Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
Rosh Hashanah and Yom Kippur	<ul style="list-style-type: none"> Rosh Hashanah – Day of Judgement – anniversary of day God created Adam and Eve, Shofar is blown 	<ul style="list-style-type: none"> Yom Kippur (Day of Atonement) - The holiest day of the year where Jews spend most of the day in the Synagogue 	<p>Describe the key features of Yom Kippur</p> <ul style="list-style-type: none"> The story is the first in the Torah, the Jewish holy book 	<ul style="list-style-type: none"> Year 7 Judaism lesson 1, creation of the world – remembered during Rosh Hashanah

	<ul style="list-style-type: none"> Jews eat apples dipped in honey in the hope of having a sweet year Yom Kippur – Day of Atonement – Jews atone for their sins in order to be forgiven into the new year 		<ul style="list-style-type: none"> It tells us that God created the world so he is all-powerful 	
Jerusalem	<ul style="list-style-type: none"> The similarities between the Temple and the Tabernacle The first temple built by king Solomon but was completely destroyed by the Babylonians in 586BCE when they sacked the city. 	<ul style="list-style-type: none"> The Western Wall – The holiest site where Jews are allowed to pray, behind it lies the foundation stone. The Foundation Stone - in traditional Jewish sources, it is considered the place from which the creation of the world began. Tanakh – The Jewish Scriptures comprising the books of law, the prophets, and collected writings 	<p><i>Explain why Jerusalem is important to Jewish people</i></p> <ul style="list-style-type: none"> The history of the city and its relationship to Jewish people – the temple, the Babylonians and the relationship between Judaism and exile 	<ul style="list-style-type: none"> Year 7 Judaism Synagogue – the connection between Synagogues and Jerusalem, e.g. the Ark
The Synagogue	<ul style="list-style-type: none"> The Jewish Revolt and the destruction of the second temple in 70CE Jews were banned from Jerusalem by the Romans, meaning they began to build synagogues elsewhere. All that remains of the temple is the Western Wall which remains a holy site for Jewish people today. Key features of a synagogue – Orthodox vs Reform, e.g. 	<ul style="list-style-type: none"> Synagogue – Jewish place of worship 	<p><i>Describe the key features of a Synagogue</i></p> <ul style="list-style-type: none"> The Aron hakodesh (Ark) which holds the Torah scrolls Sefer Torah – hand written Torah scrolls that are covered with ornate cloth Ner tamid – lamp kept above the aron kakodesh that never goes out 	<ul style="list-style-type: none"> Year 7, Judaism Jerusalem – the relationship between Synagogues and the original temple/references to historical features and artefacts

	men and women sit separately in Orthodox, tefillin Orthodox, Bimah in centre for Orthodox whereas often in Reform it is by the aron hakodesh		<ul style="list-style-type: none"> • Bimah – platform/stand where the Torah is read from • Prayer – kippuh, tallit, tefillin 	
Revision	<p>Revision on Judaism topic</p> <ul style="list-style-type: none"> • End of year concentrates on the Synagogue and Shabbat – students should not be told the content, but revision will target this • Outline of ‘describe’ and ‘explain’ style questions – describing Shabbat compared to explaining Shabbat 	N/A	N/A	N/A
Mid-year assessment	<p>10 1 mark questions based on word definitions</p> <p>1 5 mark question ‘Describe the key features of a synagogue’</p> <p>1 10 mark question ‘Explain why Shabbat is important to Jewish people’</p>	N/A	N/A	N/A
Bar Mitzvah (optional lesson)	<ul style="list-style-type: none"> • At the age of 13, Jewish boys take responsibility for their own actions in following the 10 Commandments (mitzvot) • This is often celebrated in the Synagogue and the boy 	Mitzvot	<p><i>Describe the key features of a Bar Mitzvah celebration</i></p> <ul style="list-style-type: none"> • Bar Mitzvah as a right into adulthood – taking responsibility for following commandments yourself 	<p>Year 7 Judaism Moses and Laws – the commandments that they actually have to follow</p> <p>Year 7 Christianity Jesus as a New Moses</p>

	celebrating will read from the Torah		<ul style="list-style-type: none"> Features of the celebration – Orthodox is 13 for boys, 12 for girls, Reform is 13 for all 	
The Messianic Age (optional lesson)	<ul style="list-style-type: none"> The latter part of the Tanakh often discusses a Messiah – e.g. Malachi, Isaiah – Jews waiting for this Messiah to come The Messianic age is a time when the Messiah will rule and bring peace and justice on the earth 	Messiah	<p><i>Explain why many Jews believe that a Messiah will arrive on Earth</i></p> <ul style="list-style-type: none"> Swords to ploughshares quote – peace Spread justice throughout the world – Old Testament prophecies 	<p>Year 7 Judaism – the Exodus, Jerusalem and the continued oppression of Jewish people</p> <p>Year 7 Christianity – Jesus' crucifixion and his status as the Messiah</p> <p>Year 8 AO – Jesus as the Messiah to Christians in fulfilling covenant promises</p>

Year 7

Term 3 + 4 – Christianity

'Why This, Why Now?'

Christianity developing as an offshoot of Judaism means it makes understanding the former easier if students are aware of key ideas in Judaism, e.g. Jesus arrived at Passover, which Jews believed the Messiah would do.

Term 3 – Christianity (6 weeks)				
Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
Mid-year assessment DIRT	Feedback on mid-year	N/A	N/A	N/A
The Nativity	<ul style="list-style-type: none"> • Birth of Jesus as described in the gospel of Luke – importance of the Annunciation and the miracle of his conception • Visitors to his birth – wise men show that Jesus is special, shepherds show he is here to uplift the lowest in society 	<ul style="list-style-type: none"> • The Nativity – the birth of Jesus Christ • Bible 	<p><i>Describe the key features of the Nativity story in the Bible</i></p> <ul style="list-style-type: none"> • The Annunciation, birth in the stables and the visitors 	Year 7 Judaism – Jerusalem and Roman rule
Baptism	<ul style="list-style-type: none"> • This lesson will cover both the Baptism of Jesus and his ministry • Jesus' baptism and what this tells us about him – his status as the son of God will be introduced here, but we will return to this quote for the Trinity later on • Ministry – work of a religious person. Jesus raising the dead/healing the sick as miracle that prove he is the son of God 	<ul style="list-style-type: none"> • Christianity - The religion based on the person and teachings of Jesus Christ • Jesus - First-century Jewish teacher who Christians believe to be the Son of God • Ministry – the work of a religious person 	<p><i>Explain why Jesus' baptism is important to Christians</i></p> <ul style="list-style-type: none"> • Baptism by John the Baptist • The Trinity – God the Father, God the Son and God the Holy Spirit as depicted 	Year 7 Christianity – Original sin – reason for infant baptism, difference between infant and adult baptism

<p>Jesus as the 'New Moses'</p>	<ul style="list-style-type: none"> • Ministry – Sermon on the Mount. The Beatitudes show who is 'blessed' (going to Heaven) • Sermon shows how Jesus is revising the laws of Moses, again showing his status as the son of God 	<ul style="list-style-type: none"> • Messiah - A messiah is a saviour or liberator of a group of people. Christians believe Jesus to be the Messiah. • The Sermon on the Mount – A collection of sayings and teachings attributed to Jesus Christ, which emphasises his moral teaching. • Beatitudes – The blessings listed by Jesus in the Sermon on the Mount. 	<p>Describe how the Gospel of Matthew presents Jesus as a new Moses</p> <ul style="list-style-type: none"> • Birth – persecution from Pharaoh/Herod • The river Jordan – promised land/baptism • The 40 years/40 days in the desert • The 10 Commandments/Sermon on the Mount – law and Jesus 'turn the other cheek' 	<p>Year 7 Judaism Moses and the law lesson Year 7 Judaism Last Supper lesson</p>
<p>The Last Supper</p>	<ul style="list-style-type: none"> • Link to Passover bread in Eucharist • The Last Supper – the bread is his body that will be broken on the cross, the wine is his blood that will be spilled. Common misconception students develop is that the Challah/Seder bread is connected to this – make it clear that this is a separate concept in terms of his sacrifice • Gethsemane shows that Jesus is human as well as God because he 	<ul style="list-style-type: none"> • The Last Supper - The final meal that Jesus shared with his disciples before his crucifixion • Eucharist - The Christian service commemorating the Last Supper, in which bread and wine are 	<p>Explain one reason that the Last Supper is important to Christians</p> <ul style="list-style-type: none"> • Jesus knows that he is going to die – offers the Eucharist to his followers as a way to remember him/to show that they are his followers after he has died. Christians still do this today 	<p>Year 7 Judaism – Passover lesson and idea that part of the celebration is sharing a meal</p>

	is scared of dying/asks God not to die	consecrated and consumed		
The Crucifixion	<p>The main three teachings discussed here: (lesson may include different edition/translations)</p> <ul style="list-style-type: none"> • ‘Father, why have you forsaken me?’ – Jesus’ human side and his fear of dying. Even Jesus doubts – okay to doubt God • ‘Father, forgive them, for they know not what they do’ Christians should forgive, even when someone has done something horrible • ‘Today you will be with me in Paradise’ – Heaven definitely exists because Jesus has said so, and you don’t have to be a person without fault to go there • Link to baptism teaching – Jesus as part of the Trinity 	<ul style="list-style-type: none"> • Trinity - The three persons of the Christian godhead; Father, Son and Holy Spirit. 	<p><i>Describe the crucifixion story as told in the Bible</i></p> <ul style="list-style-type: none"> • Jesus was put on trial by Pontius Pilate and sentenced to death • Nailed to a cross by his hands, crown of thorns to represent King of the Jews, etc. • Jesus gave teachings on the cross that are important to Christians because he is the son of God 	<p>Year 7 Christianity – the crucifixion is absolutely fundamental to understanding the resurrection and ensuing belief in Jesus as the son of God</p>

Term 4 – Christianity (5 weeks)

Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
The Resurrection	<ul style="list-style-type: none"> Jesus coming back to life on the Sunday after dying on the cross. Story of women seeing the empty tomb and the later stories of the Road to Emmaus and Doubting Thomas The Ascension – Jesus returning to Heaven 40 days later 	<ul style="list-style-type: none"> Resurrection - The Christian belief that Jesus rose from the dead. Ascension - The ascent of Jesus Christ into heaven on the 40th day after his Resurrection. 	<p><i>Explain why the resurrection is important to Christians</i></p> <ul style="list-style-type: none"> The resurrection proves that Jesus is the Son of God because he is able to come back to life after death, a miracle Proves to Christians that they will also come back to life after death (in the afterlife) 	<p>Year 7 Christianity – the crucifixion and the death of Jesus</p> <p>Year 7 Buddhism – different interpretations of the afterlife</p>
Early Christianity	<ul style="list-style-type: none"> The early Christianity narrative as laid out in the New Testament – this is to aid year 7s in understanding how Christianity separated from Judaism The Pentecost – Jesus telling his followers to spread the gospel Saul – conversion of the gentiles 	<ul style="list-style-type: none"> 	<p><i>Describe how Christianity became a different religion from Judaism</i></p> <ul style="list-style-type: none"> Jesus told his followers to spread the gospel, meaning they told everyone about this new religion Paul wrote that gentiles can become Christians, meaning the religion could spread outside of Judaism 	<p>Year 7 Judaism – idea that you are ‘born’ Jewish, while anyone can convert to Christianity</p>
Nicene Creed	<ul style="list-style-type: none"> The disagreement on the nature of Jesus – lesser or equal to God the Father Conversion of Emperor Constantine after the Battle of Milvian Bridge Link to the baptism quote 	<ul style="list-style-type: none"> Nicene Creed - A statement of Christian beliefs. 	<p><i>DIRT lesson – overview of the crucifixion/resurrection and explaining the significance of these</i></p>	<p>Year 7 Christianity – the baptism of Jesus as this as ‘proof’ of the Trinity</p>

<p>Original Sin</p>	<ul style="list-style-type: none"> • The creation story and Adam and Eve – told not to eat from the Tree of Knowledge of Good and Evil, disobey God and exiled • Idea this sin has been inherited. Due to this Catholics (and other Christians) baptise their children so they can go to Heaven. 	<ul style="list-style-type: none"> • Saint Augustine - A Bishop who established the concept of Original Sin • Original Sin – the evil within all human beings, inherited from Adam and Eve. 	<p><i>Explain why Original Sin is important to Christians</i></p> <ul style="list-style-type: none"> • Adam and Eve disobey God and introduce sin into the world • As a consequence, everyone is born with sin – baptism so they can be forgiven to go to Heaven 	<p>Year 7 Judaism lesson 1 Creation story – Adam and Eve disobeying God</p>
<p>The Catholic Church</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Roman Catholic - A branch of Christianity whose main source of authority is the Pope and the Bible. • Immaculate conception - The teaching that God preserved the Virgin Mary from the taint of original sin 		<p>Year 7 Christianity the resurrection – idea that in the afterlife Christians will live again like Jesus did</p> <p>Year 7 Buddhism – different interpretations of the afterlife</p>

Term 5 – Christianity (6 weeks)

Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
<p>Protestantism</p>	<ul style="list-style-type: none"> Corruption in the Catholic Church leading to attempts at reform Martin Luther and the translation of the Bible into vernacular languages from Latin Features of Protest vs Catholic churches 	<ul style="list-style-type: none"> Reformation - A 16th-century movement for the reform of abuses in the Roman Church ending in the establishment of the Reformed and Protestant Churches. Protestant - A branch of Christianity whose main source of authority is the Bible 	<p><i>Explain one reason Martin Luther wanted to reform the Church</i></p> <ul style="list-style-type: none"> Example on corruption – can also offer students the option to write about vernacular languages or the idea the Pope/Purgatory isn't in the Bible 	<p>Year 7 Christianity the resurrection – idea that in the afterlife Christians will live again like Jesus did</p>
<p>Christianity today</p>	<ul style="list-style-type: none"> Decrease in the number of Christians in Britain/Europe – reasons for this Rights of women in Christianity – cannot become priests in Catholicism 	<ul style="list-style-type: none"> Evangelism - Churches that stress the preaching of the gospel of Jesus Christ, personal conversion experiences 	<p><i>Evaluate this statement: 'Women should be allowed to become priests in the Catholic Church'</i></p> <ul style="list-style-type: none"> Argument in support – equality teachings in the Bible, women allowed in other denominations Arguments against – Eve being 'ruled over' by her 	<p>Year 7 Judaism + Christianity – story of Adam and Eve and the impact this has had on some Christians view of women</p>

		and Scripture as the sole basis for faith	husband, all of Jesus' disciples being men	
Judaism Revision	Revision for Judaism end of year assessment	N/A	N/A	N/A
Christianity Revision	Revision for Christianity end of year assessment	N/A	N/A	N/A
<p>The Big Story <i>To allow for character, training days and other missed lessons, this lesson is an additional consolidation topic. It will not be on the end of year assessment.</i></p>	<ul style="list-style-type: none"> • Promise of the Messiah in the Old Testament – how Jesus fulfils this promise • Story from Adam and Eve to Jesus – broken relationship fixed by Jesus' death 	N/A	<i>Describe how the life of Jesus fixes the relationship broken by Adam and Eve</i>	<ul style="list-style-type: none"> • Year 8 AO lesson – Old Testament Prophecies, Jesus as the Messiah, atonement

Term 6 – Buddhism (7 weeks)

Lesson topic	Lesson content	Keywords	Extended writing question	Links to other topics
End of Year Assessment (Judaism)	Students will have 30 minutes to sit the Judaism half of their end of year. They will have a revision do-now activity at the beginning that is the same across the year group.	N/A	N/A	N/A
End of Year Assessment (Christianity)	Students will have 30 minutes to sit the Christianity half of their end of year. They will have a revision do-now activity at the beginning that is the same across the year group.	N/A	N/A	N/A
Dukkha	<ul style="list-style-type: none"> The Buddha's birth and early life and the absence of dukkha The four sights and the realisation of dukkha 	<ul style="list-style-type: none"> Dukkha 	<p><i>Explain what the Buddha's life can tell us about dukkha</i></p> <ul style="list-style-type: none"> The Buddha's father tried to keep Dukkha from him but this failed because dukkha is inevitable The Buddha experienced dukkha for the first time when he saw the four sights 	N/A
Enlightenment	<ul style="list-style-type: none"> The Buddha's ascetic life and the realisation of the Middle Way Enlightenment – realising the truth of life Nirvana as a part of this – the cessation of desire and therefore no dukka 	<ul style="list-style-type: none"> Ascetic Enlightenment Nirvana 	<p><i>Explain the significance of Siddhartha's enlightenment</i></p> <ul style="list-style-type: none"> The 'goal' of Buddhism is to reach enlightenment and no longer experience dukkha Part of reaching enlightenment is nirvana, which means you will no longer be reincarnated 	Year 7 Christianity – idea of prayer is discussed in Last Supper/Garden of Gethsemane lesson – need to stress Buddhists don't 'pray' because they don't believe in God, they meditate
Karma	<ul style="list-style-type: none"> The Three Poisons and the cause of dukkha The impact of dukkha being bad karma and the relationship between karma and reincarnation 	<ul style="list-style-type: none"> Karma Reincarnation 	<p><i>Explain the significance of karma in Buddhism</i></p> <ul style="list-style-type: none"> Buddhists believe your karma will impact your reincarnation – if you have too much bad karma 	Year 7 Christianity lesson 5, crucifixion – understanding of different views on the afterlife

			<p>you need to be punished in the hell realms in order to atone</p> <ul style="list-style-type: none"> • By reaching nirvana someone is no longer affected by desire or the three poisons, so can build good karma and escape the cycle of rebirth 	
Monks	<ul style="list-style-type: none"> • Why do Buddhists become monks? Renunciation and focus on meditation • Videos that show the lifestyle of monks and experiences of short term and long term monastic life 	<ul style="list-style-type: none"> • Monk • Monastery • Ordained 	<p><i>Explain how becoming a monk help someone to reach enlightenment</i></p> <ul style="list-style-type: none"> • Part of the Noble Eightfold Path is right livelihood – many Buddhists believe that this can be fulfilled by being a monk • Monks live away from society so they can dedicate themselves to meditation and self-reflection and reach enlightenment 	Year 7 Christianity – the Reformation and Martin Luther as a monk. Students also study this topic in history so are familiar with the concept of monasticism, and devoting ones life to religion
Buddhism revision	Complete a revision clock on all previous knowledge on Buddha. As an extension, students can complete questions on issues in Buddhism around the world (women as monks in Thailand, Myanmar and violence against the Rohingya, the Dalai Lama and questions of succession)	N/A	N/A	N/A

Parents have the right to withdraw their children from all or part of religious education.

For any requests to withdraw your child from religious education, please contact the school to arrange a meeting with the Principal in the first instance. Write to enquiries@northampton-academy.org to request a meeting.