



Year 7

RE Scheme of Work

7.1 Creation and Covenant							
Topic	Learning Objectives	Links to RECD outcomes	Which ways of knowing will be used in this topic?	Which lenses will be used in this topic?	What prior knowledge do pupils need to understand this topic?	Key language	Key religious texts
1. Introduction to RE at Bellerive	<ul style="list-style-type: none"> To understand what is expected of me in RE at Bellerive. To understand that there are different denominations who, while having many beliefs in common, also have some differences To understand the terms Christian, Catholic and Protestant 					Denomination Christian Catholic Protestant	
2. What do Catholics believe about God?	<ul style="list-style-type: none"> To understand that Christians believe that God is the origin of all things, beyond human understanding and is revealed in different ways including through creation. 	<p>U7.1.3. Explain what is meant by speaking Recognise what is meant by speaking of God as the creator and origin of all being (Acts 17:28)</p> <p>U7.1.4. Recognise that when human beings speak about God that “words always fall short of the mystery of God” and describe how the Church understands mystery.</p> <p>U7.1.5. Define what Catholic means by “revelation”</p> <p>U7.1.6. Recognise the different ways God reveals Godself and describe the difference between general and special revelation</p>	Creed	Understand	Pupils will need to have an understanding of what Christians usually mean by ‘God’. They should already be able to identify some key beliefs about God.	Mystery Revelation Special Revelation General Revelation	Acts 17:28
3. The story of Creation	<ul style="list-style-type: none"> To explore the creation accounts as described in Genesis 1:1-2:4 and Genesis 2:5-25 To understand that there are different ways of interpreting these accounts 	<p>U7.1.7. Describe what is meant by calling Genesis creation accounts ‘symbolic stories’ as a literary form, with reference to the first three chapters of Genesis.</p> <p>U7.1.8. Describe the differences between the two different creation narratives in Genesis 1 and 2, with reference to the two different authorial voices</p> <p>U7.1.9. Explain why the role of the human author is important in arriving at an understanding of the literal sense of scripture</p> <p>U7.1.10. Describe the difference between the literal and “literalist” sense of scripture (see The Interpretation of the Bible in the Church, p. 82)</p>	Word Creed	Understand	Pupils will draw on their own knowledge about the difference between a myth and factual account. They will also develop their knowledge of Christian denominations, understanding that not all Christians believe the same- e.g. Catholics and Protestants.	Creation Literary Sense Literary Form Literalist	Genesis 1:1-2:4 Genesis 2:5-25
4. Challenges to the Genesis accounts of creation	<ul style="list-style-type: none"> To understand the challenges Science poses to a literal understanding of the Genesis creation accounts To explain how the Catholic Church responds to these challenges. 	<p>U7.1.15. Demonstrate an understanding the differences between the creationist and scientific views about the origins of the universe</p> <p>U7.1.16. Describe how scientific explanations of the origins of the universe challenge creationist interpretations of Genesis</p> <p>D7.1.1. Consider the view that the Genesis accounts of creation are incompatible with scientific explanations for the origins of human beings and the universe, and construct a Catholic response to this.</p>	Word Creed	Understand Discern	Pupils will be able to draw on their knowledge of evolution (that living things have changed over time and that animals and plants are adapted to suit their environment) from the Year 6 Science National Curriculum <i>Please note-students are unlikely to have studied the Big Bang theory at this stage in their science curriculum.</i>	Creationism Scientism	

5. The role of humans in creation	<ul style="list-style-type: none"> To understand the special role humans have in creation. To explore the doctrine of the Fall. To explore the impact of the Fall on human relationships with God, one another and with the earth. 	U7.1.11. Make relevant connections between the first three chapters of Genesis and Catholic beliefs about God (creation ex nihilo, transcendent, immanent), human beings (imago Dei, the dignity of the human person, the fall and its consequences) and creation (goodness)	Word Creed	Understand	Pupils will draw on their previous knowledge of the story of the Fall.	The Fall Sin Imago Dei	Genesis 3
6. Catholic Social Teaching	<ul style="list-style-type: none"> To understand what is meant by the term 'Catholic Social Teaching'. To understand the four core principles of Catholic social teaching.. 	U7.1.1. Describe Catholic Social Teaching as the Church's advocacy, based on our shared humanity, for human persons, human communities and our common home in the light of the Gospel and in response to the signs of the times. (DC 33-36,84) U7.1.2. Identify the four core principles of Catholic Social Teaching: dignity of the human person, common good, subsidiarity, and solidarity (DC 84)	Creed	Understand	Pupils will draw on their understanding of Christian teachings charity and teachings on the treatment of others from their primary school education.	Catholic Social Teaching Dignity Common Good Subsidiarity Solidarity	
7. Stewardship	<ul style="list-style-type: none"> To examine the link between Genesis 1:1-2:25 and stewardship. To explain why Pope Francis makes a link between the 'cry of the earth and the cry of the poor'. To reflect on your own response to the Catholic belief that the world is made by God and human beings have a responsibility for it. 	U7.1.12. Make relevant connections between Genesis 1:1-2:25 accounts and the responsibility human beings have for the stewardship of the earth, with reference to selected excerpts from Laudato Si' 66-78 U7.1.13. Explain the demands of stewardship with reference to the four core principles of Catholic Social Teaching U7.1.14. Explain why, when he speaks of stewardship, Pope Francis makes a connection between "the cry of the earth and the cry of the poor" (LS 49) R7.1.1. Reflect on their own response to the Catholic belief that the world is made by God and that human beings have a responsibility for it	Creed	Understand Respond	Pupils will draw on their knowledge of the creation narratives and of Catholic Social teaching to develop their understanding of this unit.	Encyclical Stewardship	Genesis 1:1-2:25 Laudato Si' 49 Laudato Si' 66-78
8. St Francis	<ul style="list-style-type: none"> To review what is meant by 'prayer' To reflect on the Canticle of Creation as a form of prayer which reflects on and celebrates the responsibility to care for creation. 	U7.1.17. Identify what Catholics mean by "prayer", as a response of the heart to God (CCC 2559). (YC469) U7.1.18. Explain how one of the rites or prayer traditions is a faithful Christian response to the demands of stewardship.	Liturgy	Understand	Pupils will draw on their experience and knowledge of Christian prayer		CCC 2559 YC 469 Canticle of Creation
9.Sr Dorothy Stang	<ul style="list-style-type: none"> To reflect on the life of Sr Dorothy Stang as an example of someone who has lived simply. To consider how we could respond to her example in our own lives. 	R 7.1.4 Lived religion exemplar: Reflect on the life of Sr Dorothy Stang and consider how they might be inspired by her.	Life	Respond	Pupils will draw on their knowledge from throughout the unit to consider how Sr Dorothy Stang has put these beliefs into action.		
10.Animal Rights	<ul style="list-style-type: none"> To explore a variety of teachings relating to the treatment of animals. To discern a personal response to these issues. 	U7.1.19. Explore one key ethical issue concerning animal rights-e.g. the use of animals for food. U7.1.20. Make relevant connection between the issue studied and Catholic sources and beliefs about creation and stewardship	Life	Understand Discern	Pupils will use their understanding of Genesis to help understand the commands given by God for the care of creation.	Speciesism	Genesis 9

		<p>U7.1.21. Explain how Catholics as individuals or groups are influenced by these sources and beliefs in addressing the issue studied.</p> <p>D7.1.4. Consider the view that human beings are simply advanced animals and construct a Catholic response to this view with reference to Catholic sources and teaching about Creation.</p>					
<p>Further units to be added throughout the 2022-23 academic year. Please see the curriculum map for an overview of what these topics will be. This is to ensure our curriculum meets the new requirements issued by the Catholic Bishops of England and Wales.</p>							