

Year 7 Overview 2025-26 – Religious Studies

Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment
8 weeks (4 Lessons) (38Days)				
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	Unit 1: Symbolism (8 lessons) The symbolism topic will be introduced as a way to build a knowledge foundation of the major world religions and their identity. This will be done using artefacts and sources of authority and will be underpinned by the enquiry question; ‘Should using symbols to express your faith should be banned in the UK as it is a secular country?’ Lesson Sequence of Content Lesson 1: Explore specific religious beliefs and practices Lesson 2: Signs Vs symbols: What’s the difference? Lesson 3: Know what Buddhist prayer flags represent and why they are important Lesson 4: Multi-faith symbols: what do the symbols represent and what do they mean to each religion?	
8-Sep	B	2		
15-Sep (INSET Friday)	A	3		
22-Sep	B	4		
29-Sep	A	5		
6-Oct	B	6		
13-Oct	A	7		
20-Oct	B	8		
Half-Term7 weeks (3-4 lessons) (35 Days)				
3-Nov	A	9	Lesson 5: Investigate different religious artefacts (SA) Lesson 6: (A week classes only) (TAT) “People should not be allowed to wear religious symbols in Britain” Lesson 6: (B Classes only) End of Unit Preparation and Assessment (TA) Lesson 7: (A Classes only) End of Unit Preparation and Assessment (TA) and TAT feedback Lesson 7: (B week classes only) (TAT) “People should not be allowed to wear religious symbols in Britain” (ST1 feedback) Lesson 8: Feedback Lesson- Ensure TATs and ST1s are feedback and responded to. Then complete Flipped learning task: The story behind Pesach	
10-Nov	B	10		
17-Nov	A	11		
24-Nov	B	ST1 (core only)		
1-Dec	A	ST1 (core only)		
8-Dec	B	14		
15-Dec	A	15		
Christmas Holiday6 weeks (3 lessons) (30 Days)				
5-Jan	B	16	Unit 2: The Symbolic Meaning of Religious Festivals (6 Lessons) This topic explores the symbolic meaning, history and celebration of various religious festivals. The unit will be underpinned by the enquiry question; ‘Pesach is the most important religious festival’ Lesson Sequence of Content Lesson 1: Food as a symbol: What does the food represent on the Pesach plate? (The Passover) Lesson 2: Light as a symbol: What does the light symbolise in Diwali? Lesson 3: Baisakhi (Symbolism of a Sikh festival)	
12-Jan	A	17		
19-Jan	B	18		
26-Jan	A	19		
2-Feb	B	20		
9-Feb	A	21		
Half-Term6 weeks (3 lessons) (28 Days)				
23-Feb	B	22	Lesson 4: Story behind Easter Lesson 5: Symbolism of Easter Lesson 6: Teacher assessed Task lesson Unit Learning Outcomes: GW: Students can identify religious festivals and match them to the correct religion.	
2-Mar	A	23		
9-Mar	B	24		
16-Mar	A	25		
23-Mar	B	26		

30-Mar (finish Wednesday 1 st April)	A	27	BI: students can describe the origins of different religious festivals and begin to explain the practices of religious festivals. EW: Students can explain the symbolic meaning of different elements from religious festivals.
Easter Holiday			5 weeks (2-3 lessons) (24 Days)
20-Apr	B	28	Unit 3: Justice (6 lessons) This topic will explore various forms of injustice that people face around the world. It will include how religious people have fought against different forms of injustice and to raise awareness of injustices such as child labour and child soldiers. The unit will be underpinned by the enquiry question; 'it is impossible to create a just and fair society' Lesson Sequence of Content Lesson 1: What is justice and injustice? Lesson 2: (B week classes only) People who fight for justice: Their impact Lesson 2: (A week classes only) ST2 Assessment Lesson 3: (B week classes only) ST2 Assessment Lesson 3: (A week classes only) People who fight for justice: Their impact
27-Apr	A	29	
4-May (Bank holiday Mon)	B	30	
11-May	A	ST2	
18-May	B	ST2	
Half-Term			7 weeks (3-4 lessons) (35 Days)
1-Jun	A	33	Lesson 4: ST2 Feedback Lesson 5: Children who aren't children: Child Labour (PA) Lesson 6: Religious beliefs about helping others and combatting injustice (PA) GW: Students can define key words Justice and injustice, using examples BI: Students can describe the impact of injustice and how people fought against injustice EW: Students can explain why people have fought against injustice
9-Jun	B	34	
16-Jun	A	35	
23-Jun	B	36	
30-Jun	A	37	
7-Jul	B	38	
14-Jul	A	39	
(Total: 190 Days)			