



Navigator

Navigator Curriculum - Formal Curriculum

- A formal academic curriculum for students closer to age related expectations.
- Aspirational and challenging.
- It is typically for our children with high functioning autism or moderate learning difficulties.
- A broad and balanced secondary curriculum.
- Leads to good GCSE, Level 1 and Level 2 outcomes.
- Subjects become more specialist.

7N - Navigator Curriculum – RE/ 2 Lessons weekly

Year	2020 – 2021 Autumn 1	2020 – 2021 Autumn 2	2020 – 2021 Spring 1	2020 – 2021 Spring 2	2020 – 2021 Summer 1	2020 – 2021 Summer 2
Year 7	<p>Topic: Belonging and looking for God</p> <p>Cultivating Inclusion, Identity and Belonging.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. How do you know you belong? (faith reference 6 faiths) 2. What do believers do when a baby is born? (religious traditions) <p>Introductory lesson: What is RE? Who am I? Respect for one another.</p> <p>Belonging.</p> <ol style="list-style-type: none"> 3. How do we show respect? How can we react differently in 	<p>Topic: Christian beliefs</p> <p>Expressing joy and being thankful.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1) What is the Trinity? 2) How do you celebrate happy times? 3) When and where do we see happy people in Christianity? Christmas 4) Why were the shepherds happy to go to Bethlehem? 5) When and why do we say thank you? 	<p>Topic: Jewish beliefs</p> <p>Being accountable and living with integrity. Being courageous and confident.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. Can others depend on you? Can you let yourself down? 2. How in Judaism do believers say sorry to God? 3. What is courage?(f) 4. How did Esther find courage? <p>What are the main signs, symbols and words?</p>	<p>Topic: Easter</p> <p>Being regardful of suffering. Being merciful and forgiving.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What hurts you? 2. How do you Christians try to make things better? 3. How did Jesus try to make things better? 4. How substantial is your love? 5. How is God's love measured? <p>What is Easter? Stories and events around the Easter</p>	<p>Topic: God</p> <p>Being silent and attentive to, cultivating a sense for the transcendence and sacred.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. Who is God? 2. How do others understand God? 3. Are they different to you? Names 4. Are there any similarities? One God. 5. How do people worship God? Saying thank you. 6. Do they really 	<p>Topic: Angels</p> <p>Recognise that personal belief is important to well being</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. What are angels? 2. Which religions give a description of angels? 3. What are peoples experiences with angels? 4. How do they help humans (if they do)? 5. How have angels been understood in history? Jesus and conception. Link to other prophets.

<p>different situations?</p> <p>4, Overview of different faiths.</p> <p>Key skills and knowledge: Reference to British values and idea of tolerance and mutual respect in British society. Responsibility for our own behaviour.</p> <p>Assessment outcome:</p> <p>Can join in with some religious rituals; bowing in prayer, outing hands together. (P6)</p> <p>Begins to understand that other people have needs and to respect them. (P7)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark</p> <p>Theologians, Historians.</p>	<p>6) Do you know a thank you prayer?</p> <p>7) How did the Christmas story help Christians to be thankful?</p> <p>8). How is it celebrated today? Is there a difference?</p> <p>Key skills and knowledge: Explain what Christianity is. Recognise the main signs, symbols and words. Describe the main Christian faith. Recognise rules and examples they follow. Explore the birth of Jesus.</p> <p>Assessment outcomes:</p> <p>Is aware of their actions and influence on events and other people. (P6)</p> <p>Uses simple phrases to communicate their ideas about religions events and experiences. (P7)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark Priest/Pastor</p>	<p>What do Jews believe? The story of Esther. Purim.</p> <p>Key skills and knowledge: Recall the story of Esther. Recognise key Jewish beliefs. Be able to link and recognize current world practices and traditions within the Jewish community.</p> <p>Assessment outcomes:</p> <p>Expresses and communicates feelings in different ways. (P6)</p> <p>Works with another in group activity. (P7)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark</p> <p>Rabbi</p>	<p>story. Lent. Ash Wednesday. Holy Week. Palm Sunday. Good Friday. Easter Sunday.</p> <p>The importance of the Easter story in Christian faith.</p> <p>Key skills and knowledge: Recall the main parts of the story of Easter. Give an opinion of what happened to Jesus. Explain how people celebrate/remember this important date. Answer a possible why this happened to Jesus.</p> <p>Assessment outcomes:</p> <p>They can listen and begin to respond to familiar religious stories, music or poems (P6).</p> <p>Can recognise and name main characters through drama. (P7)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark</p> <p>Priest/Pastor</p>	<p>need to? Omnipotent, Omnipresent.</p> <p>7. What names are used for God?</p> <p>8. Is there a God? Link to scripture and opinions.</p> <p>Key skills and knowledge: Recognise that people believe in God. Discuss and elaborate on the examples given and formulate some sort of opinion.</p> <p>Assessment outcomes:</p> <p>Shows concern and sympathy for others in distress. [for example, through gestures, facial expressions or by offering comfort] . (P6)</p> <p>Answers simple religious questions with limited choices.(P7)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark</p> <p>Religious leaders.</p>	<p>Key skills and knowledge: Recognise and describe some explanations of how angels are understood to some people. Give own opinion and reference text.</p> <p>Assessment outcome:</p> <p>Can independently over write simple religious words. (P6).</p> <p>They can evaluate their own work and behaviour in simple ways. Beginning to identify some actions as right or wrong on the basis of the consequence. (P7)</p> <p>Pre and post topic assessments.</p> <p>Gatsby Benchmark</p> <p>Clairvoyant</p>
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