



Explorer

## Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible ‘real life situations’ with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

## 10E - Explorer Curriculum - RE/ 2 Lessons weekly

Year	2020 – 2021 Autumn 1 Unit 1	2020 – 2021 Autumn 2 Unit 2	2020 – 2021 Spring 1 Unit 3	2020 – 2021 Spring 2 Unit 4	2020 – 2021 Summer 1 Unit 5	2020 – 2021 Summer 2 Unit 6
Year 10	<p>Topic: <b>UAS 111350</b> Comparing three religions. (Entry level)</p> <p><b>Remembering roots, being curious and valuing knowledge, being thankful.</b></p> <p><b>Key questions:</b> 1. Name three founders. 2. <b>Who are they?</b> 3. <b>Where</b> are they from? 4 Can you <b>draw the symbol for the faith?</b> 5. <b>Does it look any different</b> to the others? 6. <b>Do they look familiar</b> to you? 7. Can you <b>point out the origins on a map?</b></p>	<p>Topic: <b>UAS 111350</b> Comparing three religions. (Entry level)</p> <p><b>Remembering roots, being curious and valuing knowledge, being thankful.</b></p> <p><b>Key questions:</b> Completion of key questions. 7. <b>Can you point out the origins on a map?</b> 8. Are the three religious Gods <b>different or similar?</b> 9. Can you <b>name the religious leaders?</b> 10. Can you <b>name the place of worship?</b></p>	<p>Topic: <b>UAS 12766</b> Capital punishment (Entry level)</p> <p><b>Being Merciful and forgiving. Being fair and just.</b></p> <p><b>Key questions:</b> 1. <b>How does religious text dictate life?</b> 2. <b>Can we use religious text</b> to justify our actions? 3. Would God be angry if we went against His ruling if we deemed it inappropriate or outdated? 4. <b>What do other religions say about it?</b></p> <p><b>Key skills and knowledge:</b></p>	<p>Topic: <b>UAS 12766</b> Capital punishment (Entry level)</p> <p><b>Being Merciful and forgiving. Being fair and just.</b></p> <p><b>Key questions:</b> 5. <b>What is capital punishment?</b> 6. Does this text need to be implemented? Exodus 20-22 7. <b>Do our opinions count</b> in society?</p> <p><b>Key skills and knowledge:</b> Explain and discuss ideas of capital punishment. Compare to modern day forms of punishment.</p>	<p>Topic: <b>UAS 12788</b> Prejudice and discrimination (Entry Level)</p> <p><b>Creating unity and harmony. Exercising self discipline and cultivating serene contentment.</b></p> <p><b>Key questions:</b> 1. <b>Suggest meaning for prejudice.</b> 2. <b>What does scripture say about discrimination?</b> Quran, Bible. 3. Explore the council of Christians, Jews and Concorde.</p> <p><b>Key skills and knowledge:</b> Explore and analyse what religious institutions believe</p>	<p>Topic: <b>UAS 12788</b> Prejudice and discrimination (Entry Level)</p> <p><b>Creating unity and harmony. Exercising self discipline and cultivating serene contentment.</b></p> <p><b>Key questions:</b> 4. How do these <b>apply to real life situations?</b> Mixed marriage. 5. <b>Does society comply with religious laws?</b></p> <p><b>Key skills and knowledge:</b> Explore and analyse what religious institutions believe and how they are influential on peoples everyday decisions.4</p>

	<p>8. Are the three religious Gods different or similar?</p> <p><b>Key skills and knowledge:</b> Recognise that religions differ. Highlight and point out correct information.</p> <p><b>Assessment outcomes:</b></p> <p>Use religious vocabulary to describe some key features of different religious groups. (P10)</p> <p>Use correct vocabulary on a regular basis. (P11)</p> <p><b>Gatsby Benchmark</b></p> <p>Scholar, theologian, academic.</p>	<p><b>Key skills and knowledge:</b> Recognise that religions differ. Compare and contrast using simple language. Recognise how where believers go to pray.</p> <p><b>Assessment outcomes:</b></p> <p>Identify similarities and differences of the different forms of religious expression. (P10)</p> <p>They can recognise diversity in forms of religious, spiritual. (P11)</p> <p><b>Completion of UAS portfolio.</b></p> <p><b>Gatsby Benchmark</b></p> <p>Scholar, theologian, academic.</p>	<p>Explain and discuss ideas of capital punishment. Compare to modern day forms of punishment. Questioning morality and liberties.</p> <p><b>Assessment outcomes:</b></p> <p>Can suggest meanings different forms of religious expression. (P10)</p> <p>They are able to make links between their own and others responses. (P11)</p> <p><b>Gatsby Benchmark</b></p> <p>Persons of authority, police officer, religious leaders.</p>	<p>Questioning morality and liberties.</p> <p><b>Assessment outcomes:</b></p> <p>Identify simple links between values and commitments to own values. (P10)</p> <p>They can recognise moral expression, within and between religions. (P11)</p> <p><b>Completion of UAS portfolio.</b></p> <p><b>Gatsby Benchmark</b></p> <p>Persons of authority, police officer, religious leaders.</p>	<p>and how they are influential on peoples everyday decisions.</p> <p><b>Assessment outcomes:</b></p> <p>Can respond to questions that cause wonder regarding God and people. (Why do bad things happen) (P10)</p> <p>Can use increasingly wide range of religion vocabulary to explain the impact of beliefs on individuals and communities. (P11)</p> <p><b>Gatsby Benchmark</b></p> <p>Human rights activists. Theologian.</p>	<p><b>Assessment outcomes:</b></p> <p>Can suggest meanings different forms of religious expression. (P10)</p> <p>They can suggest possible reasons for similarities with different religions. (P11)</p> <p><b>Completion of UAS portfolio.</b></p> <p><b>Gatsby Benchmark</b></p> <p>Human rights activist. Theologian.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------