



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.

Class - Explorer Curriculum - RS/2 Lessons weekly

Year	2021 – 2022 Autumn 1	2021 – 2022 Autumn 2	2021 – 2022 Spring 1	2021 – 2022 Spring 2	2021 – 2022 Summer 1	2021 – 2022 Summer 2
Year 7	<p>Topic: Belonging and looking for God</p> <p>Cultivating Inclusion, Identity and Belonging.</p> <p>Key Questions: What is RE? Who am I? Respect for one another.</p> <p>1. How do you know you belong? (faith reference 6 faiths)</p> <p>2. What do religions do when a baby is born?</p> <p>Belonging.</p> <p>Respect for one another.</p> <p>Overview of different faiths.</p>	<p>Topic: Christian beliefs</p> <p>Expressing joy and being thankful.</p> <p>Key Questions:</p> <p>1. What makes us happy and how do we show it?</p> <p>2. When and where do we see happy people in Christianity?</p> <p>3. Why were the shepherds happy to go to Bethlehem?</p> <p>2. When and why do we say thank you?</p> <p>3. Do you know a thank you prayer?</p>	<p>Topic: Jewish beliefs</p> <p>Being accountable and living with integrity. Being courageous and confident.</p> <p>Key Questions:</p> <p>1. Can others depend on you? Can you let yourself down?</p> <p>2. How in Judaism do believers say sorry to God?</p> <p>3. What is courage?</p> <p>4. How did Esther find courage?</p> <p>What is Judaism? What are the main signs, symbols and</p>	<p>Topic: Easter</p> <p>Being regardful of suffering. Being merciful and forgiving.</p> <p>Key Questions:</p> <p>1. What hurts you?</p> <p>2. How do you Christians try to make things better?</p> <p>3. How did Jesus try to make things better?</p> <p>4. How big is your love?</p> <p>5. How big is God's love?</p> <p>What is Easter? Stories and events</p>	<p>Topic: God</p> <p>Being silent and attentive to, cultivating a sense for the transcendence and sacred.</p> <p>Key questions:</p> <p>1. Who is God?</p> <p>2. How do others understand God?</p> <p>3. Are they different to you?</p> <p>4. Are there any similarities?</p> <p>5. How do people worship God? Saying thank you.</p>	<p>Topic: Angels</p> <p>Recognise that personal belief is important to well being</p> <p>Key questions:</p> <p>1. What are angels?</p> <p>2. Which religions give a description of angels?</p> <p>3. What are peoples experiences with angels?</p> <p>4. How do they help humans (if they do)?</p> <p>5. How have angels been understood in history? Jesus and conception. Link to other prophets.</p>

	<p>Key skills and knowledge:</p> <p>Describe the main festivals of a religion.</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>Key skills and knowledge:</p> <p>Explain how religious beliefs can shape the lives of individuals and contribute to society.</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>words? What do Jews believe? The story of Esther. Purim.</p> <p>Key skills and knowledge:</p> <p>Name religious symbols and the meaning of them.</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>around the Easter 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:</p> <p>Describe the main beliefs of a religion.</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>6. Do they really need to? Omnipotent, Omnipresent.</p> <p>7. What names are used for God?</p> <p>8. Is there a God?</p> <p>Key skill and knowledge:</p> <p>Recognise, name and describe religious artefacts, places and practices.</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>Key skill and knowledge:</p> <p>Learn the name of important religious stories.</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>Links to Gatsby Benchmark.</p>	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p>Gatsby Benchmark</p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p>Gatsby Benchmark</p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p>Gatsby Benchmark</p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>	<p>Gatsby Benchmark</p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research.</p>