



## Venture Curriculum

- Introduction to formal curriculum.
- Short Sharp task focused.
- Careful consideration for when English and Math's timetabled.
- For students with social emotional and mental health difficulties.
- This curriculum offers a bridge between our Explorer and Navigator curriculum's.
- Students can follow a GCSE Pathway, Entry Level Pathway or both dependent on needs.
- Flexibility within the curriculum to meet social and emotional needs.

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

	<p>react differently in different situations?</p> <p>4, Overview of different faiths.</p> <p><b>Key skills and knowledge:</b></p> <p>Describe the key teachings and beliefs of a religion.</p> <p><b>Assessment outcome:</b></p> <p><b>Can join in with some religious rituals; bowing in prayer, outing hands together. (P6)</b></p> <p><b>Begins to understand that other people have needs and to respect them. (P7)</b></p> <p><b>Pre and post topic assessments.</b></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><b>Key skills and knowledge:</b></p> <p>Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p> <p><b>Assessment outcomes:</b></p> <p><b>Is aware of their actions and influence on events and other people. (P6)</b></p> <p><b>Uses simple phrases to communicate their ideas about religions events and experiences. (P7)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p>What do Jews believe? The story of Esther. Purim.</p> <p><b>Key skills and knowledge:</b></p> <p><b>Begin to compare the main festivals of world religions.</b></p> <p><b>Assessment outcomes:</b></p> <p><b>Expresses and communicates feelings in different ways. (P6)</b></p> <p><b>Works with another in group activity. (P7)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p>Wednesday. Holy Week. Palm Sunday. Good Friday. Easter Sunday.</p> <p>The importance of the Easter story in Christian faith.</p> <p><b>Key skills and knowledge:</b></p> <p><b>Begin to identify religious symbolism in different forms of art and communication.</b></p> <p><b>Assessment outcomes:</b></p> <p><b>They can listen and begin to respond to familiar religious stories, music or poems (P6).</b></p> <p><b>Can recognise and name main characters through drama. (P7)</b></p> <p><b>Pre and post topic assessments.</b></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? Link to scripture and opinions.</p> <p><b>Key skills and knowledge:</b></p> <p><b>Identify religious artefacts and how they are involved in daily practices and rituals.</b></p> <p><b>Assessment outcomes:</b></p> <p><b>Shows concern and sympathy for others in distress. [for example, through gestures, facial expressions or by offering comfort] . (P6)</b></p> <p><b>Answers simple religious questions with limited choices.(P7)</b></p> <p><b>Pre and post topic assessments.</b></p>	<p><b>Key skills and knowledge:</b></p> <p><b>Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</b></p> <p><b>Assessment outcome:</b></p> <p><b>Can independently over write simple religious words. (P6).</b></p> <p><b>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)</b></p> <p><b>Pre and post topic assessments.</b></p>
<p>Links to Gatsby Benchmark.</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers. Students to consider what skills are needed to access the</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil. Students to consider what skills are needed to access the</p>	<p><b>Gatsby Benchmark</b></p> <p>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are</p>

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