



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 8	<p>Topics: Christian Parables</p> <p>Being merciful and Forgiving</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What is a parable? 2. What does Christianity teach about forgiveness? 3. Can we help each other? 4. What is the parable about the Good Samaritan? <p>Introductory lesson: What is RE? Why do we study RE? How does the Bible influence a persons character?</p>	<p>Topic: Muslims beliefs</p> <p>Living by rules. Remembering roots.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1) Who is Mohammed? 2) Could we live without rules? 3) What rules has God made? 4) How do you remember special people, places and events? 5) Which special person do the believers of Islam remember? The 5 pillars. 	<p>Topic Sikh beliefs</p> <p>Being loyal and steadfast.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1.a. What is the ideal friend? Why is this difficult sometimes? 2. Who is Guru Nanak? 3. How do Sikhs show their commitment? 4. Who founded Sikhism? 5. What do Sikhs believe? 6. The 5 K's. Vaisakhi, Sikh worship. 	<p>Topic Hindu beliefs</p> <p>Being hopeful and visionary</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What are Hindu beliefs? 2. What is the Trimurthi? 3. What was the Hindu Gods' dream of the future? 4. How do members of Hinduism describe their ideal world? 5. What is Diwali? 6. How is it celebrated today? <p>Key skills and knowledge:</p>	<p>Topic Creation</p> <p>Being imaginative and explorative. Appreciating beauty.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What do you see in your mind when you hear the word creation? 2. What can we learn about God from creation? 3. What does the Bible teach about creativity? 4. What is the Big Bang theory? 5. Who is Charles Darwin? 	<p>Topic Miracles</p> <p>Expressing joy.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1 What makes you happy and how would you show it? 2. What is a miracle? 3, How do people suggest explanations for this? 4. What miracles do we find in the Bible? Jesus feeding the 5000. 5. How is the story of the spider and the cave a miracle? (Islam) 6. Do Miracles happen today? (Vesna Vulovic) 7. Can our perception of things affirm faith?

	<p>Parables: Lost sheep Prodigal son Good Samaritan The Parable of the Sower</p> <p>Key skills and knowledge:</p> <p>Refer to religious figures and holy books.</p> <p>Assessment outcome:</p> <p>Retell religious stories through basic responses and visuals. (P8)</p> <p>Understand that religious and other stories carry moral and religious meaning. (P9)</p> <p>Pre and post topic assessments.</p>	<p>Key skills and knowledge: Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.</p> <p>Assessment outcome:</p> <p>Shows respect and appreciation of religious rituals and stories. (P8)</p> <p>Identify similarities between religious beliefs and ideas. (P9)</p> <p>Pre and post topic assessments.</p>	<p>Key skills and knowledge: Looking at holy texts and stories, explain meaning in a story.</p> <p>Assessment outcome:</p> <p>Recognises important people in religion, who is the priest etc. (P8)</p> <p>Uses phrases to identify the importance of religious features. (P9)</p> <p>Pre and post topic assessments.</p>	<p>Describe the key teachings and beliefs of a religion.</p> <p>Assessment outcome:</p> <p>Retell religious stories through basic responses and visuals.(P8)</p> <p>Understand religious and other stories carry moral and religious meaning. (P9)</p> <p>Pre and post topic assessments.</p>	<p>6. What is evolution? 7. How do these different understandings of our creation shape our understanding of God or not?</p> <p>Creation Stories: Christian, Hindu and Islam – make links between religions. Brief description of the Chinese creation story when comparing to others.</p> <p>Key skills and knowledge: Identify religious artefacts and how they are involved in daily practices and rituals.</p> <p>Assessment outcome:</p> <p>They are increasingly able to communicate ideas, feelings or responses to experiences. (P8)</p> <p>Identify similarities between religious beliefs and ideas. (P9)</p> <p>Pre and post topic assessments.</p>	<p>Contradict with optical illusions and magicians. Dynamo and bucket trick.</p> <p>Key skills and knowledge:</p> <p>Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p> <p>Assessment outcome</p> <p>Make links to important religious people and their God/Gods. (P8)</p> <p>Suggest relevant possible meanings of stories relating some to themselves. (P9)</p> <p>Pre and post topic assessments.</p>
<p>Links to Gatsby Benchmark.</p>	<p>Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the</p>	<p>Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the</p>

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