

Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class 10- Explorer Curriculum – RS/2 Lessons weekly

Year	2022 – 2023 Autumn 1 Unit 1	2022 – 2023 Autumn 2 Unit 2	2022 – 2023 Spring 1 Unit 3	2022 – 2023 Spring 2 Unit 4	2022 – 2023 Summer 1 Unit 5	2022 – 2023 Summer 2 Unit 6
Year 10	<p>Topic: WJEC 6238 Religious Festivals and celebrations. (Entry level)</p> <p>Remembering roots, being curious and valuing knowledge, being thankful.</p> <p>Key questions: 1. Identify TWO religious festivals. 2. Who does it appeal to? 3. Outline the story behind the festivals? 4 Can you draw the symbol for the faith? 5. Does it look any different to the others? 6. Outline the religious aspects of the religious festivals?</p>	<p>Topic: WJEC 6238 Religious Festivals and celebrations. (Entry level)</p> <p>Remembering roots, being curious and valuing knowledge, being thankful.</p> <p>Key questions: 8. Outline the social aspects of the celebration of the religious festivals 9. Give reasons why the religious festivals are important to believers. 10. Give reasons why the religious festivals are important to the wider community.</p> <p>Key skills and knowledge:</p>	<p>Topic: WJEC 6236 Prejudice and discrimination. (Entry level)</p> <p>Being Merciful and forgiving. Being fair and just.</p> <p>Key questions: 1. Suggest meaning for prejudice. 2. What does scripture say about discrimination? Quran, Bible. 3. State examples of individuals who have experienced prejudice and discrimination. 4. State examples of how groups of people who have experienced prejudice and discrimination.</p> <p>Key skills and knowledge:</p>	<p>Topic: WJEC 6236 Prejudice and discrimination. (Entry level)</p> <p>Being Merciful and forgiving. Being fair and just.</p> <p>Key questions: 5. Outline ways in which people can experience prejudice and discrimination. 6. Outline how people concerned have been affected by prejudice and discrimination. 7. Suggest ways in which prejudice and discrimination might be prevented.</p> <p>Key skills and knowledge: They can ask and suggest answers to questions of values and commitments</p>	<p>Topic: WJEC 6239 Important ceremonies in life and death. (Entry Level)</p> <p>Creating unity and harmony. Exercising self discipline and cultivating serene contentment.</p> <p>Key questions: 1. Outline features of religious ceremonies. What is a marriage? 2. Outline the main people involved in religious ceremonies. Who needs to be there? 3. Give reasons why religious ceremonies take place. Do we need them? 4. Outline the religious significance of the features involved in religious ceremonies.</p>	<p>Topic: WJEC 6239 Important ceremonies in life and death. (Entry Level)</p> <p>Creating unity and harmony. Exercising self discipline and cultivating serene contentment.</p> <p>Key questions: 5. How do these apply to real life situations? Mixed marriage. 6. Give reasons why religious ceremonies are important to a believer. 7. Does society comply with religious laws? 8. Give reasons why non-believers also take part in these ceremonies.</p> <p>Key skills and knowledge: They can explain how religious sources are used to provide</p>

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	<p>7. Can you point out the origins on a map?</p> <p>Key skills and knowledge: Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience.</p> <p>Assessment outcomes:</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>Understands religions as coherent systems or ways of seeing the world.</p> <p>Assessment outcomes:</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>Completion of UAS portfolio.</p>	<p>Explain religions and worldviews which they encounter clearly, reasonably and coherently.</p> <p>Assessment outcomes:</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>relating to their own and others lives.</p> <p>Assessment outcomes:</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>Completion of UAS portfolio.</p>	<p>Key skills and knowledge:</p> <p>Why individuals and communities express the meanings of their beliefs and values in many different ways.</p> <p>Assessment outcomes:</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>answers to ultimate questions and ethical issues.</p> <p>Assessment outcomes:</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>Completion of UAS portfolio.</p>
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<p>Links to Gatsby Benchmark .</p>	<p>Gatsby Benchmark 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 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 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 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 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 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research</p>
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