

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

## Class 3D- Discovery Curriculum – Healthy Minds/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
3D 2022/23	<p><b>Topic:</b> Islam</p> <p><b>Being reflective and self critical.</b></p> <p><b>Key Questions;</b></p> <ol style="list-style-type: none"> <li>1. What is a holy book?</li> <li>2. What do they talk about?</li> <li>3. Are there any stories in there?</li> <li>4. How do they pray?</li> <li>5. Where do they pray?</li> <li>6. What are their main beliefs?</li> <li>7. Do they specific religious clothing?</li> </ol> <p><b>Key skills and knowledge:</b> Year 7: Recognise a main religious festival.</p>	<p><b>Topic:</b> Christianity</p> <p><b>Remembering roots. Being loyal and steadfast.</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a holy book?</li> <li>2. What do they talk about?</li> <li>3. Are there any stories in there?</li> <li>4. How do they pray?</li> <li>5. Where do they pray?</li> <li>6. What are their main beliefs?</li> <li>7. Do they specific religious clothing?</li> </ol> <p><b>Key skills and knowledge:</b></p>	<p><b>Topic:</b> Hinduism</p> <p><b>Participating and willing to lead.</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a holy book?</li> <li>2. What do they talk about?</li> <li>3. Are there any stories in there?</li> <li>4. How do they pray?</li> <li>5. Where do they pray?</li> <li>6. What are their main beliefs?</li> <li>7. Do they specific religious clothing?</li> </ol> <p><b>Key skills and knowledge:</b> Year 7: Point out religious stories</p>	<p><b>Topic:</b> Sikhism</p> <p><b>Being regardful of suffering. Being silent developing a sense for the sacred.</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a holy book?</li> <li>2. What do they talk about?</li> <li>3. Are there any stories in there?</li> <li>4. How do they pray?</li> <li>5. Where do they pray?</li> <li>6. What are their main beliefs?</li> <li>7. Do they specific religious clothing?</li> </ol> <p><b>Key skills and knowledge:</b></p>	<p><b>Topic:</b> Judaism</p> <p><b>Being temperate and exercising self discipline and cultivating serene contentment.</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is a holy book?</li> <li>2. What do they talk about?</li> <li>3. Are there any stories in there?</li> <li>4. How do they pray?</li> <li>5. Where do they pray?</li> <li>6. What are their main beliefs?</li> <li>7. Do they specific religious clothing?</li> </ol> <p><b>Key skills and knowledge:</b></p>	<p><b>Topic:</b> Friendships</p> <p><b>Creating Unity and Harmony</b></p> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are friendships?</li> <li>2. Suggest how people have good friendships.</li> <li>3. Give examples of positive relationships.</li> <li>4. What does religion say about friendships?</li> </ol> <p><b>Key skills and knowledge:</b></p> <p>Year 7: Suggest/ point out some beliefs of a religion.</p> <p>Year 8: Describe the main beliefs of a religion.</p>

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	<p>Year 8: Describe the main festivals of a religion.</p> <p>Year 9: Begin to compare the main festivals of world religions.</p> <p><b><u>Assessment outcome:</u></b></p> <p><b>Pre and post topic assessments.</b></p>	<p>Year 7: Take part or recognise a religious ritual.</p> <p>Year 8: Explain religious rituals and ceremonies and the meaning of them.</p> <p>Year 9: Explain religious ceremonies and rituals and their importance for people’s lives and sense of belonging.</p> <p><b><u>Assessment outcomes:</u></b></p> <p><b>Pre and post topic assessments.</b></p>	<p>through pictures and keywords.</p> <p>Year 8: Retell religious stories and suggest meanings in the story.</p> <p>Year 9: Express their beliefs in different forms, with respect for others’ beliefs and comparing beliefs.</p> <p><b><u>Assessment outcomes:</u></b></p> <p><b>Pre and post topic assessments.</b></p>	<p>Year 7: Sound out words to describe religious artefacts.</p> <p>Year 8: Observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>Year 9: Identify religious artefacts and how they are involved in daily practices and rituals.</p> <p><b><u>Assessment outcomes:</u></b></p> <p><b>Pre and post topic assessments.</b></p>	<p><b>Year 7:</b> React with sounds or words to name religious symbols.</p> <p>Year 8: Name religious symbols and the meaning of them.</p> <p>Year 9: Begin to identify religious symbolism in different forms of art and communication.</p> <p><b><u>Assessment outcome:</u></b></p> <p><b>Pre and post topic assessments.</b></p>	<p>Year 9: Describe the key teachings and beliefs of a religion.</p> <p><b><u>Assessment outcomes:</u></b></p> <p><b>Pre and post topic assessments.</b></p>
<p>Links to Gatsby Benchmarks:</p>	<p><b>Gatsby Benchmark</b></p> <p>3. Addressing the needs of each pupil.</p> <p>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.</p> <p>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.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers.</p> <p>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.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>	<p><b>Gatsby Benchmark</b></p> <p>4. Linking curriculum learning to careers.</p> <p>Students to consider what skills are needed to access the opportunities they are interested in.</p>