

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

Class 7- 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 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>Key skills and knowledge:</p> <p>Describe the main festivals of a religion.</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>Key skills and knowledge:</p> <p>Explain how religious beliefs can shape the lives of individuals</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 words? What do Jews believe? The story of Esther. Purim.</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 around the Easter story. Lent. Ash Wednesday. Holy Week. Palm Sunday. Good Friday. Easter Sunday.</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>6. Do they really need to? Omnipotent, Omnipresent.</p> <p>7. What names are used for God?</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 skill and knowledge:</p> <p>Learn the name of important religious stories.</p>

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	<p><u>Assessment outcome:</u></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>and contribute to society.</p> <p><u>Assessment outcomes:</u></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>Key skills and knowledge: Name religious symbols and the meaning of them.</p> <p><u>Assessment outcomes:</u></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>The importance of the Easter story in Christian faith.</p> <p>Key skills and knowledge: Describe the main beliefs of a religion.</p> <p><u>Assessment outcomes:</u></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>8. Is there a God?</p> <p>Key skill and knowledge: Recognise, name and describe religious artefacts, places and practices.</p> <p><u>Assessment outcomes:</u></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><u>Assessment outcome:</u></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>
Links to Gatsby Benchmark.	<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>