

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

Class 7- Venture 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:</p> <ol style="list-style-type: none"> How do you know you belong? (faith reference 6 faiths) What do believers do when a baby is born? (religious traditions) <p>Introductory lesson: What is RE? Who am I? Respect for one another.</p> <p>Belonging.</p> <ol style="list-style-type: none"> How do we show respect? How can we react differently in different situations? 	<p>Topic: Christian beliefs</p> <p>Expressing joy and being thankful.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> What is the Trinity? How do you celebrate happy times? When and where do we see happy people in Christianity? Christmas Why were the shepherds happy to go to Bethlehem? When and why do we say thank you? Do you know a thank you prayer? 	<p>Topic: Jewish beliefs</p> <p>Being accountable and living with integrity. Being courageous and confident.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> Can others depend on you? Can you let yourself down? How in Judaism do believers say sorry to God? What is courage? How did Esther find courage? <p>What are the main signs, symbols and words?</p>	<p>Topic: Easter</p> <p>Being regardful of suffering. Being merciful and forgiving.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> What hurts you? How do you Christians try to make things better? How did Jesus try to make things better? How substantial is your love? How is God’s love measured? <p>What is Easter? Stories and events around the Easter story. Lent. Ash Wednesday. Holy Week. Palm 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> <ol style="list-style-type: none"> Who is God? How do others understand God? Are they different to you? Names Are there any similarities? One God. How do people worship God? Saying thank you. Do they really need to? Omnipotent, Omnipresent. 	<p>Topic: Angels</p> <p>Recognise that personal belief is important to well being</p> <p>Key questions:</p> <ol style="list-style-type: none"> What are angels? Which religions give a description of angels? What are peoples experiences with angels? How do they help humans (if they do)? How have angels been understood in history? Jesus and conception. Link to other prophets. <p>Key skills and knowledge:</p>

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	<p>4, Overview of different faiths.</p> <p>Key skills and knowledge:</p> <p>Describe the key teachings and beliefs of a religion.</p> <p>Assessment outcome:</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>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>Key skills and knowledge:</p> <p>Explain religious ceremonies and rituals and their importance for people’s lives and sense of belonging.</p> <p>Assessment outcomes:</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>What do Jews believe? The story of Esther. Purim.</p> <p>Key skills and knowledge:</p> <p>Begin to compare the main festivals of world religions.</p> <p>Assessment outcomes:</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>Good Friday. Easter Sunday.</p> <p>The importance of the Easter story in Christian faith.</p> <p>Key skills and knowledge:</p> <p>Begin to identify religious symbolism in different forms of art and communication.</p> <p>Assessment outcomes:</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>7. What names are used for God?</p> <p>8. Is there a God? Link to scripture and opinions.</p> <p>Key skills and knowledge:</p> <p>Identify religious artefacts and how they are involved in daily practices and rituals.</p> <p>Assessment outcomes:</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>Express their beliefs in different forms, with respect for others’ beliefs and comparing beliefs.</p> <p>Assessment outcome:</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>
<p>Links to Gatsby Benchmark.</p>	<p>Gatsby Benchmark</p>	<p>Gatsby Benchmark</p>	<p>Gatsby Benchmark</p>	<p>Gatsby Benchmark</p>	<p>Gatsby Benchmark</p>	<p>Gatsby Benchmark</p>

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	<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>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>5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research.</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>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>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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