

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

## Class 9- Explorer Curriculum – RS/2 Lessons weekly

Year	2023 – 2024 Autumn 1 Unit 1	2023 – 2024 Autumn 2 Unit 2	2023 – 2024 Spring 1 Unit 3	2023 – 2024 Spring 2 Unit 4	2023 – 2024 Summer 1 Unit 5	2023 – 2024 Summer 2 Unit 6
<p>Year 9</p> <p>WJEC 6005 A3/C3/D3 Aw = 9 Cer = 17 Dip = 38</p>	<p>Topic: <b>6238 Religious Festivals and celebrations</b></p> <p><b>Being reflective and self critical.</b></p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>1. Know the background to religious festivals.</p> <ul style="list-style-type: none"> <li>• AC1.1 Identify two religious festivals.</li> <li>• AC1.2 Outline the story behind the religious festivals.</li> </ul> <p>2. Know how religious festivals are celebrated.</p> <ul style="list-style-type: none"> <li>• AC2.1 Outline religious aspects of the celebration of the religious festivals.</li> <li>• AC2.2 Outline social aspects of the celebration of the religious festivals.</li> </ul>	<p>Topic: <b>6238 Religious Festivals and celebrations</b></p> <p><b>Remembering roots. Being loyal and steadfast.</b></p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>2. Know how religious festivals are celebrated.</p> <ul style="list-style-type: none"> <li>• AC2.1 Outline religious aspects of the celebration of the religious festivals.</li> <li>• AC2.2 Outline social aspects of the celebration of the religious festivals.</li> </ul> <p>3. Know the importance of religious festivals.</p> <ul style="list-style-type: none"> <li>• AC3.1 Give reasons why the religious festivals are important to believers.</li> <li>• AC3.2 Give reasons</li> </ul>	<p>Topic: <b>6237 Places of worship</b></p> <p><b>Participating and willing to lead.</b></p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>1. Know what religious features are found in places of worship.</p> <ul style="list-style-type: none"> <li>• AC1.1 Outline features found in two places of worship which are used in worship.</li> <li>• AC1.2 Outline how certain religious features are used in worship.</li> </ul> <p>2. Understand why places of worship are important to believers and the wider community.</p> <ul style="list-style-type: none"> <li>• AC2.1 Give reasons why certain religious features found in places of worship</li> </ul>	<p>Topic <b>6237 Places of worship</b></p> <p><b>Being regardful of suffering. Being silent developing a sense for the sacred.</b></p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>3. Understand what is considered appropriate behaviour in places of worship.</p> <ul style="list-style-type: none"> <li>• AC3.1 Outline appropriate behaviour in each place of worship.</li> <li>• AC3.2 Give reasons why this behaviour is expected in each place of worship.</li> </ul> <p>* Visits to places of worship.</p>	<p>Topic: <b>6239 Ceremonies of life and death</b></p> <p><b>Being temperate and exercising self discipline and cultivating serene contentment.</b></p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>1. Know how religious ceremonies are performed.</p> <ul style="list-style-type: none"> <li>• AC1.1 Outline features of religious ceremonies.</li> <li>• AC1.2 Outline the main people involved in religious ceremonies.</li> </ul> <p>2. Understand why religious ceremonies are practised and the religious significance of the features involved.</p> <ul style="list-style-type: none"> <li>• AC2.1 Give reasons why religious ceremonies take place.</li> <li>• AC2.2 Outline the religious significance of the features involved.</li> </ul>	<p>Topic: <b>6239 Ceremonies of life and death</b></p> <p><b>Creating Unity and Harmony.</b></p> <p><b>Key Questions:</b></p> <p><b>Key skills and knowledge:</b></p> <p>2. Understand why religious ceremonies are practised and the religious significance of the features involved.</p> <ul style="list-style-type: none"> <li>• AC2.1 Give reasons why religious ceremonies take place.</li> <li>• AC2.2 Outline the religious significance of the features involved in religious ceremonies.</li> </ul> <p>3. Understand the importance of religious ceremonies to believers and non-believers.</p> <ul style="list-style-type: none"> <li>• AC3.1 Give reasons why religious ceremonies are</li> </ul>

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	<p>why the religious festivals are important to the wider community.</p> <p><b><u>Assessment outcomes:</u></b></p> <p>UAS portfolio.</p>	<p>why the religious festivals are important to the wider community.</p> <p><b><u>Assessment outcomes:</u></b></p> <p>UAS portfolio.</p>	<p>are important to believers.</p> <ul style="list-style-type: none"> <li>• AC2.2 Give reasons why the buildings used as places of worship are important to believers.</li> <li>• AC2.3 Give reasons why places of worship are important to the wider community.</li> </ul> <p><b><u>Assessment outcomes:</u></b></p> <p>UAS portfolio.</p>	<p>are important to believers.</p> <ul style="list-style-type: none"> <li>• AC2.2 Give reasons why the buildings used as places of worship are important to believers.</li> <li>• AC2.3 Give reasons why places of worship are important to the wider community.</li> </ul> <p><b><u>Assessment outcomes:</u></b></p> <p>UAS portfolio.</p>	<p>significance of the features involved in religious ceremonies.</p> <p><b><u>Assessment outcomes:</u></b></p> <p>UAS portfolio.</p>	<p>important to a believer.</p> <ul style="list-style-type: none"> <li>• AC3.2 Give reasons why non-believers also take part in these ceremonies.</li> </ul> <p><b><u>Assessment outcomes:</u></b></p> <p>UAS portfolio.</p>
<p>Links to Gatsby Benchmark.</p>	<p><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></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><b>Gatsby Benchmark</b></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>