

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

Class 7- Navigator Curriculum - RS/2 Lessons weekly

Year	2024 – 2025 Autumn 1 Unit 1	2024 – 2025 Autumn 2 Unit 2	2024 – 2025 Spring 1 Unit 3	2024 – 2025 Spring 2 Unit 4	2024 – 2025 Summer 1 Unit 5	2024 – 2025 Summer 2 Unit 6
Year 7	<p>Topic: Introduction to RE and Religious Festivals.</p> <p>Key Questions:</p> <p>Key skills and knowledge: Introduction to RE and Religious Festivals.</p> <p>INTRODUCTION TO RE 1.Describe the three aspects of study and what these include. Describe some things people have to do to work well in groups. Explain what the three aspects of study are, why they are important and explain some aspects of successful group work.</p> <p>WHY DO WE HAVE RELIGIOUS FESTIVALS?</p>	<p>Topic: Introduction to RE and Religious Festivals. Belief and philosophy.</p> <p>Key Questions:</p> <p>Key skills and knowledge: Introduction to RE and Religious Festivals.</p> <p>WESAK AND BUDDHISM 7/8.Identify the most significant parts in the story of Buddha Describe how Buddha became Buddha using new key terminology Explain the main differences between Buddhism and other religions using key terminology in the correct context.</p> <p>GANESH CHATURTHI</p>	<p>Topic: Belief and philosophy.</p> <p>Key Questions:</p> <p>Key skills and knowledge: Belief and philosophy.</p> <p>BELIEF IN GOD 3.Identify some key beliefs about God and identify your own beliefs. Describe some atheist and theist arguments through illustrations. Explain why the arguments are theist, atheist or agnostic. Begin to think of your own arguments for theism, atheism and agnosticism.</p> <p>PILGRIMAGES 4.Define the term ‘pilgrimage’ and</p>	<p>Topic: Introduction to Christianity.</p> <p>Key Questions:</p> <p>Key skills and knowledge: Introduction to Christianity.</p> <p>INTRODUCTION TO CHRISTIANITY 1.Identify some Christian traits Describe visually the story of Christianity Explain how the story of Christianity answers some ‘big questions’. Analyse why it is important for the story of Christianity to answer lots of ‘big questions’.</p> <p>CHRISTIAN DENOMINATIONS 2.Describe some differences between</p>	<p>Topic: Introduction to Christianity.</p> <p>Key questions:</p> <p>Key skills and knowledge: Introduction to Christianity.</p> <p>JESUS 6/7.Put religious quotes in student friendly language and describe religious opinions through a debate. Create a guide to Jesus which describes both Christian, Islamic and non-religious ideas about him. Explain the meaning of religious quotes and explain religious opinions through a debate. Create a guide which explains why Jesus appears differently according</p>	<p>Topic: Sikhism.</p> <p>Key questions:</p> <p>Key skills and knowledge: Sikhism.</p> <p>GURU NANAK 1.Describe some important events in the life of Guru Nanak. Explain the importance of Guru Nanak’s three day disappearance and explain some important Sikh beliefs. Apply knowledge of Sikhism and Guru Nanak’s life to produce a piece of creative writing. Evaluate the relative importance of good works and faith in a person’s life.</p> <p>SIKHISM AND THE FIVE Ks</p>

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

<p>2. Identify one reason for having religious festivals. Categorise the different reasons why we have religious festivals. Explain why the reasons fall into particular categories. Create your own categories for why people have religious festivals.</p> <p>WHAT DO RELIGIOUS FESTIVALS HAVE IN COMMON?</p> <p>3. Identify what some of the main religious festivals have in common. Describe what happens during religious festivals. Explain why people do certain things to celebrate religious festivals. Analyse why religious festivals have so much in common.</p> <p>EID AND RAMADAN</p> <p>4. Identify what Muslims do to celebrate Eid ul-Fitr. Describe how Muslims celebrate the festival in the UK</p>	<p>9. Identify what Hindus do to celebrate Ganesh Chaturthi. Describe how Hindus celebrate the festival in Britain and India. Explain why Hindus celebrate the festival and why it is important. Analyse whether the festivities could cause future environmental issues</p> <p>HANNUKAH</p> <p>10. Make a traditional Jewish game - 'Dreidel'. Describe to a friend the rules of 'Dreidel'. Teach classmates the story of Hanukkah through a play written in your own words. Analyse why light plays a large role in religious festivals.</p> <p>Belief and philosophy.</p> <p>INTRODUCTION TO THE SIX WORLD RELIGIONS</p> <p>1. Draw a symbol to represent yourself and match all symbols to religions correctly.</p>	<p>Identify and begin to describe some of the world’s main pilgrimages. Describe many of the world’s main pilgrimages in some detail and explain why people go.</p> <p>Begin to compare and contrast the pilgrimages you have studied.</p> <p>PLACES OF WORSHIP</p> <p>5. Describe what we might find in different places of worship, what makes them special and the religious activities which take place in each. Compare and contrast different places of worship for their differences and similarities. Explain why the places of worship differ in detail but have a lot in common in how they are used.</p> <p>RELIGIOUS LEADERS</p> <p>6. Describe the roles and responsibilities of different religious</p>	<p>the Christian denominations. Explain the meaning of Bible quotes and apply their meaning to create a new denomination of Christianity. Analyse the importance of different factors (leadership, interpretation, missionaries) in the development of new Christian denominations. Evaluate which has the most influence on denomination; Bible interpretation, leaders, missionaries or any other factors.</p> <p>THE TRINITY</p> <p>3. Identify the 3 different parts of the Trinity. Describe how God is like a father, son and a ghost and how he helps people when he becomes different parts of the Trinity. Explain using an everyday-life example, how God can take three forms but be one being at the same time.</p>	<p>to different religions and traditions. Analyse the differences between the Islamic and Christian Jesus. Debate on both sides of a religious debate. Create a detailed and articulate guide explaining why Jesus appears differently according to different religions and traditions.</p> <p>ADVENT</p> <p>8. Contribute to our classrooms ‘Advent Around the World’ display and identify reasons why we should still commemorate advent today. Describe how Christians commemorate Advent through our class display and argue on both sides of a religious debate question. Explain the special significance of Advent to Christians globally and analyse whether advent is just a commercial event to make money in the modern world.</p> <p>THE NATIVITY</p>	<p>2. Identify and describe the 5ks and order the story of the Khalsa correctly. Describe the ideas conveyed about Sikhism through the 5ks and whether you believe outward symbolism can strengthen faith. Explain whether you think Guru Gobind Singh’s actions were justified and use key new religious terminology articulately and in the correct context.</p> <p>THE GOLDEN TEMPLE</p> <p>3. Correctly identify and describe in student speak the most important events in the Golden Temple Story and identify significant religious observations from inside the Temple. Describe the different stages clearly and visually, take part in a debate on sacred buildings and describe articulately using the senses worksheet, a trip around the Temple. Explain your opinions using new key RE terminology and</p>
---	--	---	--	---	---

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

<p>Explain why Muslims celebrate the festival and why it is important Analyse whether Ramadan and Eid are still relevant today</p> <p>LENT AND ASH WEDNESDAY 5/6. Identify the religious ideas behind Shrove Tuesday, Ash Wednesday and Lent. Describe in detail how the current traditions link to their religious origins. Describe what Christians learn from Jesus’ actions during the religious stories studied. Explain how Christians use Lent to feel closer to God and analyse the meaning of Biblical quotes.</p>	<p>Explain what a symbol is and why we use them. Interpret the meaning of religious quotes.</p> <p>TRADITION, BELIEF AND FACT 2. Identify something you believe. Describe at least 1 belief and 1 tradition of your own. Explain the difference between a belief and tradition.</p>	<p>leaders from six world religions. Compare and contrast the roles of leaders from six different world religions, Explain why the roles of religious leaders differ in detail but have many major similarities.</p> <p>HOW CAN BELIEF SPLIT A RELIGION? 7. Describe what happened during the Reformation. Hypothesise why people were unhappy with the Catholic laws. Explain why Martin Luther King changed his name. Analyse what Martin Luther meant by 'Moral Duty'. Evaluate whether the Reformation had to happen.</p>	<p>TEN COMMANDMENTS 4. Create a modern day Ten Commandments explaining your ideas fully in your book. Explain the origin of the 10 Commandments and analyse problems posed by the 10 Commandments in the modern world. Evaluate whether the 10 Commandments contradict God’s omnipotence.</p> <p>EASTER 5. Identify how Christians celebrate Easter Describe the Easter Story Explain why Christians use particular Easter imagery and how Jesus’ disciples may have felt Analyse the importance of celebrating Easter in Spring.</p>	<p>9. Describe visually the story of the Nativity and identify reasons whether the story being true still matters today. Describe how Christians commemorate Nativity and argue on both sides of a religious debate question. Explain the special significance of the Nativity to Christians and analyse whether it matters if the Nativity story is just a story.</p> <p>STEWARDSHIP 10. Identify the role of stewardship in Christianity and the different ways Christians can be good stewards. Describe the role of stewardship in Christianity in detail, referring to biblical quotes. Explain in detail why to Christians it is important to be good stewards, using new terminology and quotes to back up your ideas.</p>	<p>analyse whether how turbulent events at the temple would affect worshippers.</p> <p>SIKHISM IN BRITAIN 4. Correctly identify the reasons why Sikhs have chosen to settle in Britain during the 20th century and what their contributions to the UK have been. Describe the contributions of Sikhs in detail, explaining the extent to which serving communities is important to Sikhs today. Explain how many Sikhs feel a strong sense of British identity and what we can learn about Sikh British identity from sources and media representation.</p> <p>DIWALI 5. Identify characters from the Diwali story. More challenging: Describe the story behind the festival of Diwali. Explain the significance of light in the story. Compare Diwali with other festivals we have studied, assessing</p>
--	--	--	---	--	--

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

	<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>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>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>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>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>what they have in common and why.</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>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>

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