

**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	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
Year 7	<p>Topic: <b>The Nativity</b></p> <p><b>Cultivating Inclusion, Identity and Belonging.</b></p> <p><b>Key Questions:</b> What is the Christmas story? How is Christmas celebrated? Why did the three wise men share gifts with baby Jesus?</p> <p><b>Key skills and knowledge:</b>  1/2.What is the Christmas story? • Christmas is a Christian celebration. • Christmas can be celebrated by non-Christians. • How to read a calendar The story of Jesus' birth.</p>	<p>Topic: <b>The Nativity</b></p> <p><b>Expressing joy and being thankful.</b></p> <p><b>Key Questions:</b> Why is the manger so important? What might Christians do at Church at Christmas? What is the Christian place of worship? How can Christians show their identity?</p> <p><b>Key skills and knowledge:</b>  7/8.Why is the manger so important? • Where was Jesus born. • What The Bible is. • Reading extracts from The Bible. • That the manger represents the table of God.</p>	<p>Topic: <b>Judaism</b></p> <p><b>Being accountable and living with integrity. Being courageous and confident.</b></p> <p><b>Key Questions:</b> What was the first covenant between Abraham and God? Why did Moses lead the Israelites out of Egypt? Where do Jews worship today?</p> <p><b>Key skills and knowledge:</b>  1/2.What was the first covenant between Abraham and God? • Abraham living in Ur as a polytheist. • The covenant, monotheism, with the promise of land, children and descendents. • Abraham's journey to Canaan.</p>	<p>Topic: <b>Judaism</b></p> <p><b>Being regardful of suffering. Being merciful and forgiving.</b></p> <p><b>Key Questions:</b> What is the Torah? What are the Jewish festivals? What do Jews believe about the Messiah? How do Jews express their faith today?</p> <p><b>Key skills and knowledge:</b>  7/8.What is the Torah? • The sacred text of Judaism. • Revelation and covenant between God and Moses on Sinai. • The five books of the Torah. • The Shema prayer.</p>	<p>Topic: <b>Islam</b></p> <p><b>Being silent and attentive to, cultivating a sense for the transcendence and sacred.</b></p> <p><b>Key questions:</b> How did the religion of Islam begin? What do Muslims believe? What are the five pillars of Islam?</p> <p><b>Key skills and knowledge:</b>  1/2.How did the religion of Islam begin? • The historical Muhammad, including the region in which Islam began and expanded from (Mecca and Medina within modern day Saudi Arabia).</p>	<p>Topic: <b>Islam</b></p> <p><b>Recognise that personal belief is important to well being.</b></p> <p><b>Key questions:</b> What is the holy book of Islam? Where do Muslims worship? What are the festivals of Islam?</p> <p><b>Key skills and knowledge:</b>  6/7.What is the holy book of Islam? • The Qur'an as the word of God, delivered by the angel Jibril and recited by Muhammad. • The respect that the Qur'an is treated with by Muslims. • The status of the Qur'an as a source of wisdom and authority.</p>

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<p>3/4.How is Christmas celebrated?</p> <ul style="list-style-type: none"> <li>• Christian places of worship.</li> <li>• Christmas traditions.</li> </ul> <p>5/6.Why did the three wise men share gifts with baby Jesus?</p> <ul style="list-style-type: none"> <li>• The significance of incarnation.</li> <li>• Identify the names of the Three Wise Men.</li> <li>• Where gold, frankincense and myrrh come from.</li> <li>• The symbolic importance of each gift.</li> </ul>	<p>9/10.What might Christians do at Church at Christmas?</p> <ul style="list-style-type: none"> <li>• Christmas services.</li> <li>• Hymns.</li> <li>• Sermons.</li> </ul> <p>11/12.What is the Christian place of worship?</p> <ul style="list-style-type: none"> <li>• Features of a Church.</li> <li>• Why Christians go to Church.</li> <li>• What Christians do in a Church.</li> <li>• Ministries within Christianity.</li> </ul> <p>13/14.How can Christians show their identity?</p> <ul style="list-style-type: none"> <li>• Identifying the symbols associated with Christianity.</li> <li>• A variety of expressions of Christian faith.</li> </ul>	<p>• God's test of Abraham through the command to sacrifice of Isaac. God's intervention and its significance.</p> <p>3/4.Why did Moses lead the Israelites out of Egypt?</p> <ul style="list-style-type: none"> <li>• How the Hebrews (or Israelites) moved to Egypt and were persecuted by the Pharaoh.</li> <li>• The Ten Plagues and the first Passover.</li> <li>• Receiving the Ten Commandment.</li> <li>• The Golden Calf.</li> </ul> <p>5/6.Where do Jews worship today?</p> <ul style="list-style-type: none"> <li>• Different synagogues around the world.</li> <li>• Common features of a synagogue (Eternal Light, Ark of the Covenant, Torah, Yad, Bimah).</li> </ul>	<p>9/10.What are the Jewish festivals?</p> <ul style="list-style-type: none"> <li>• Rosh Hashanah.</li> <li>• Yom Kippur.</li> <li>• Pesach (Passover).</li> <li>• Hanukkah.</li> </ul> <p>11/12.What do Jews believe about the Messiah?</p> <ul style="list-style-type: none"> <li>• Difference in interpretation of scripture.</li> <li>• Extracts from Isaiah, Ezekiel and Jeremiah.</li> <li>• The Messiah as a person and the idea of the Messianic Age.</li> <li>• The concept of prophecy.</li> </ul> <p>13/14.How do Jews express their faith today?</p> <ul style="list-style-type: none"> <li>• Prayer.</li> <li>• Worship.</li> </ul> <p>Lived experience from different denominations within Judaism.</p>	<p>• The belief that the Muhammad was the final prophet and messenger of God.</p> <p>• Muhammad had many revelations which were later written down.</p> <p>3/4.What do Muslims believe?</p> <ul style="list-style-type: none"> <li>• How Islam means 'submission'.</li> <li>• Belief in the existence and oneness of God (Allah).</li> <li>• Belief in the existence of angels.</li> <li>• Belief in the existence of the books of which God is the author: especially the Quran (revealed to Muhammad).</li> <li>• Belief in the existence of all Prophets. <u>Essential additional subject-specific information</u></li> <li>• Belief in the existence of the Day of Judgement. Belief in the existence of God's predestination.</li> </ul> <p>5.What are the five pillars of Islam?</p> <ul style="list-style-type: none"> <li>• Shahada: the declaration that, 'There is no god but God, and</li> </ul>	<p>8/9.Where do Muslims worship?</p> <ul style="list-style-type: none"> <li>• Prayer taking place within the Sujud position (prostration).</li> <li>• Prayer as an act of submission to Allah.</li> </ul> <p>10/11.What are the festivals of Islam?</p> <ul style="list-style-type: none"> <li>• The Holy month of Eid-al-fitr: the end of Ramadan.</li> </ul>
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	<p><b><u>Assessment outcome:</u></b></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><b><u>Assessment outcomes:</u></b></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><b><u>Assessment outcomes:</u></b></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><b><u>Assessment outcomes:</u></b></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>Muhammad is the Messenger of God'.</p> <p><b><u>Assessment outcomes:</u></b></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><b><u>Assessment outcome:</u></b></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><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>	<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>