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	2026 – 2027 Autumn 1 Unit 1	2026 – 2027 Autumn 2 Unit 2	2026 – 2027 Spring 1 Unit 3	2026 – 2027 Spring 2 Unit 4	2026 – 2027 Summer 1 Unit 5	2026 – 2027 Summer 2 Unit 6
Year 7	Topic: **The Nativity** **Cultivating Inclusion, Identity and Belonging.** **Key Questions:** What is the Christmas story? How is Christmas celebrated? Why did the three wise men share gifts with baby Jesus? **Key skills and knowledge:** 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.	Topic: **The Nativity** **Expressing joy and being thankful.** **Key Questions:** 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? **Key skills and knowledge:** 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.	Topic: **Judaism** **Being accountable and living with integrity.** **Being courageous and confident.** **Key Questions:** What was the first covenant between Abraham and God? Why did Moses lead the Israelites out of Egypt? Where do Jews worship today? **Key skills and knowledge:** 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.	Topic: **Judaism** **Being regardful of suffering. Being merciful and forgiving**. **Key Questions:** What is the Torah? What are the Jewish festivals? What do Jews believe about the Messiah? How do Jews express their faith today? **Key skills and knowledge:** 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.	Topic: **Islam** **Being silent and attentive to, cultivating a sense for the transcendence and sacred.** **Key questions:** How did the religion of Islam begin? What do Muslims believe? What are the five pillars of Islam? **Key skills and knowledge:** 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).	Topic: **Islam** **Recognise that personal belief is important to well being.** **Key questions:** What is the holy book of Islam? Where do Muslims worship? What are the festivals of Islam? **Key skills and knowledge:** 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.

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	3/4.How is Christmas celebrated? • Christian places of worship. • Christmas traditions. 5/6.Why did the three wise men share gifts with baby Jesus? • The significance of incarnation. • Identify the names of the Three Wise Men. • Where gold, frankincense and myrrh come from. • The symbolic importance of each gift.	9/10.What might Christians do at Church at Christmas? • Christmas services. • Hymns. • Sermons. 11/12.What is the Christian place of worship? • Features of a Church. • Why Christians go to Church. • What Christians do in a Church. • Ministries within Christianity. 13/14.How can Christians show their identity? • Identifying the symbols associated with Christianity. • A variety of expressions of Christian faith.	• God's test of Abraham through the command to sacrifice of Isaac. God's intervention and its significance. 3/4.Why did Moses lead the Israelites out of Egypt? • How the Hebrews (or Israelites) moved to Egypt and were persecuted by the Pharaoh. • The Ten Plagues and the first Passover. • Receiving the Ten Commandment. • The Golden Calf. 5/6.Where do Jews worship today? • Different synagogues around the world. • Common features of a synagogue (Eternal Light, Ark of the Covenant, Torah, Yad, Bimah).	9/10.What are the Jewish festivals? • Rosh Hashanah. • Yom Kippur. • Pesach (Passover). • Hanukkah. 11/12.What do Jews believe about the Messiah? • Difference in interpretation of scripture. • Extracts from Isaiah, Ezekiel and Jeremiah. • The Messiah as a person and the idea of the Messianiac Age. • The concept of prophecy. 13/14.How do Jews express their faith today? • Prayer. • Worship. Lived experience from different denominations within Judaism.	• The belief that the Muhammad was the final prophet and messenger of God. • Muhammad had many revelations which were later written down. 3/4.What do Muslims believe? • How Islam means 'submission'. • Belief in the existence and oneness of God (Allah). • Belief in the existence of angels. • Belief in the existence of the books of which God is the author: especially the Quran (revealed to Muhammad). • Belief in the existence of all Prophets. *Essential additional subject-specific information* • Belief in the existence of the Day of Judgement. Belief in the existence of God's predestination. 5.What are the five pillars of Islam? • Shahada: the declaration that, 'There is no god but God, and	8/9.Where do Muslims worship? • Prayer taking place within the Sujud position (prostration). • Prayer as an act of submission to Allah. 10/11.What are the festivals of Islam? • The Holy month of Eid-al-fitr: the end of Ramadan.

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	Assessment outcome: **Can join in with some religious rituals; bowing in prayer, outing hands together. (P6)** **Begins to understand that other people have needs and to respect them. (P7)** **Pre and post topic assessments.**	**Assessment outcomes:** **Is aware of their actions and influence on events and other people. (P6)** **Uses simple phrases to communicate their ideas about religions events and experiences. (P7)** **Pre and post topic assessments.**	**Assessment outcomes:** **Expresses and communicates feelings in different ways. (P6)** **Works with another in group activity. (P7)** **Pre and post topic assessments.**	**Assessment outcomes:** **They can listen and begin to respond to familiar religious stories, music or poems (P6).** **Can recognise and name main characters through drama. (P7)** **Pre and post topic assessments.**	Muhammad is the Messenger of God'. **Assessment outcomes:** **Shows concern and sympathy for others in distress. [for example, through gestures, facial expressions or by offering comfort]. (P6)** **Answers simple religious questions with limited choices.(P7)** **Pre and post topic assessments.**	**Assessment outcome:** **Can independently over write simple religious words. (P6).** **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)** **Pre and post topic assessments.**
Links to Gatsby Benchmark.	**Gatsby Benchmark** 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.	**Gatsby Benchmark** 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.	**Gatsby Benchmark** 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research.	**Gatsby Benchmark** 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in. Research.	**Gatsby Benchmark** 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in. Research.	**Gatsby Benchmark** 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in. Research.