

Year: 7				
Subject: Religious Studies				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>Christianity: This study of Christianity will help students to develop:</p> <ul style="list-style-type: none"> • a knowledge of the foundations of Christianity • religious language specific to Christianity • an awareness of how Christianity has developed into a worldwide religion • knowledge of the key beliefs and practices of Christianity. <p><u>They will be able to:</u></p> <ul style="list-style-type: none"> • recognise some of the diversity that makes up Christianity • understand that beliefs influence behaviours • explore and present different points of view <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> • about the life of Jesus • about how Christians demonstrate their beliefs through their practices and behaviours • how and where Christians worship. 	<ul style="list-style-type: none"> • Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). • PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. • Paper-based provision alternatives available 	<ul style="list-style-type: none"> • Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). • PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. • Paper-based provision alternatives available 	<ul style="list-style-type: none"> • Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. • Weekly Live TEAMS KS3 clinic slot. • PowerPoint narration added to resources where appropriate. 	<ul style="list-style-type: none"> • Recall test completed using Microsoft Forms Quiz functionality or Class Charts • Depth test – modified single task assessment • TEAMS assignments question paper

Year: 8 Subject: Religious Studies				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>This study of Christianity will help students to develop:</p> <ul style="list-style-type: none"> • a knowledge of the foundations of Christianity • religious language specific to Christianity • an awareness of how Christianity has developed into a worldwide religion • knowledge of the key beliefs and practices of Christianity. <p><u>They will be able to:</u></p> <ul style="list-style-type: none"> • recognise some of the diversity that makes up Christianity • understand that beliefs influence behaviours • explore and present different points of view <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> • about the life of Jesus • about how Christians demonstrate their beliefs through their practices and behaviours • how and where Christians worship. 	<ul style="list-style-type: none"> • Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). • PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. • Paper-based provision alternatives available 	<ul style="list-style-type: none"> • Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). • PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. • Paper-based provision alternatives available 	<ul style="list-style-type: none"> • Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. • Weekly Live TEAMS KS3 clinic slot. • PowerPoint narration added to resources where appropriate. 	<ul style="list-style-type: none"> • Recall test completed using Microsoft Forms Quiz functionality or Class Charts • Depth test – modified single task assessment • TEAMS assignments question paper

Year: 9				
Subject: Religious Studies				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>This study of Sikhism will help your students to develop:</p> <ul style="list-style-type: none"> • respect of Sikhism, through knowing more about the religion • religious language specific to Sikhism • an awareness of how Sikhism is a way of life, not just a religion • knowledge of the key beliefs and practices of Sikhism. <p><u>They will be able to understand:</u></p> <ul style="list-style-type: none"> • how Sikhism began as a religion • how Sikhs practise their faith through worship and daily life • the importance of worship in Sikhism. <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> • recognise the importance to Sikhism of the Gurus – the Ten Gurus and the Guru Granth Sahib • understand that beliefs influence behaviours • explore and present different points of view. 	<ul style="list-style-type: none"> • Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). • PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. • Paper-based provision alternatives available 	<ul style="list-style-type: none"> • Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). • PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision. • Paper-based provision alternatives available 	<ul style="list-style-type: none"> • Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. • Weekly Live TEAMS KS3 clinic slot. • PowerPoint narration added to resources where appropriate. 	<ul style="list-style-type: none"> • Recall test completed using Microsoft Forms Quiz functionality or Class Charts • Depth test – modified single task assessment • TEAMS assignments question paper

RELIGIOUS STUDIES - Term 4

Year: 10				
Subject: Religious Studies				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p><u>COMPONENT 2: Thematic Studies</u></p> <p>They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Contraception. • Sexual relationships before marriage. • Homosexual relationships. <p><u>Sex, marriage and divorce</u></p> <ul style="list-style-type: none"> • Human sexuality including: heterosexual and homosexual relationships. • Sexual relationships before and outside of marriage. • Contraception and family planning. • The nature and purpose of marriage. • Same-sex marriage and cohabitation. • Divorce, including reasons for divorce, and remarrying. • Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. <p><u>Families and gender equality</u></p> <ul style="list-style-type: none"> • The nature of families, including: • the role of parents and children • extended families and the nuclear family. • The purpose of families, including: • procreation 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). . PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision. . Paper-based provision alternatives available 	<ul style="list-style-type: none"> . Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. . Weekly Live TEAMS KS3 clinic slot. . PowerPoint narration added to resources where appropriate. . 48 hour emergency work to be sent home as soon as individual finds themselves at home and able to work. This will be triggered by a PL or FL as per the 'Individual Self-Isolation Process'. 	<ul style="list-style-type: none"> . Students to be assessed on their performance on semi-structured exam questions (1, 2, 4, 5 and 12 mark mark questions). These focus on the recall of knowledge as well as explaining Christian beliefs/teaching and their importance to Christians today. 12 mark question assess student's ability to evaluate a contested statement.

RELIGIOUS STUDIES - Term 4

<ul style="list-style-type: none">• stability and the protection of children• educating children in a faith.• Contemporary family issues including:<ul style="list-style-type: none">• same-sex parents• polygamy.• The roles of men and women.• Gender equality.• Gender prejudice and discrimination, including examples.				
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