

<b>Term: 2</b> <b>Year: 7</b> <b>Subject: Religious Studies</b>				
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 thematic study will help students to develop:</p> <ul style="list-style-type: none"> <li>academic and intellectual rigour</li> <li>an understanding of the prehistory and development of religion through the ages</li> <li>an understanding of common features of religions</li> <li>an appreciation and respect for religious teachings, beliefs and believers</li> </ul> <p><u>They will be able to:</u></p> <ul style="list-style-type: none"> <li>compare features of religions</li> <li>analyse religious themes</li> <li>evaluate the importance of religion in the modern world.</li> </ul> <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> <li>how religion developed and spread</li> <li>what religion is about</li> <li>what religions have in common</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>Weekly Live TEAMS KS3 clinic slot.</li> <li>PowerPoint narration added to resources where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Recall test completed using Microsoft Forms Quiz functionality or Class Charts</li> <li>Depth test – modified single task assessment</li> <li>TEAMS assignments question paper</li> </ul>

<p>Term: 1/2  <b>Year: 8</b>                  Subject: Religious Studies</p>				
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"> <li>• a knowledge of the foundations of Christianity</li> <li>• religious language specific to Christianity</li> <li>• an awareness of how Christianity has developed into a worldwide religion</li> <li>• knowledge of the key beliefs and practices of Christianity.</li> </ul> <p><u>They will be able to:</u></p> <ul style="list-style-type: none"> <li>• recognise some of the diversity that makes up Christianity</li> <li>• understand that beliefs influence behaviours</li> <li>• explore and present different points of view</li> </ul> <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> <li>• about the life of Jesus</li> <li>• about how Christians demonstrate their beliefs through their practices and behaviours</li> <li>• how and where Christians worship.</li> </ul>	<ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</li> <li>• Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate or students cannot access live provision.</li> <li>• Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>• Weekly Live TEAMS KS3 clinic slot.</li> <li>• PowerPoint narration added to resources where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall test completed using Microsoft Forms Quiz functionality or Class Charts</li> <li>• Depth test – modified single task assessment</li> <li>• TEAMS assignments question paper</li> </ul>

<p>Term: 1/2  <b>Year: 9</b>                  Subject: Religious Studies</p>				
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 Ethics will help students to develop:</p> <ul style="list-style-type: none"> <li>• an understanding of the idea of right and wrong</li> <li>• religious and technical language specific to Ethics</li> <li>• their own attitude to different issues</li> </ul> <p><u>They will be able to:</u></p> <ul style="list-style-type: none"> <li>• describe some of the issues faced in today's world</li> <li>• understand that beliefs influence attitudes and behaviours</li> <li>• explore and present different points of view.</li> </ul> <p><u>At the end students will know:</u></p> <ul style="list-style-type: none"> <li>• about some current ethical issues/debates</li> <li>• about some religious attitudes to ethical issues/debates</li> </ul> <p>the importance of listening to others</p>	<ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>• Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn't appropriate, or students cannot access live provision.</li> <li>• Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>• Weekly Live TEAMS KS3 clinic slot.</li> <li>• PowerPoint narration added to resources where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall test completed using Microsoft Forms Quiz functionality or Class Charts</li> <li>• Depth test – modified single task assessment</li> <li>• TEAMS assignments question paper</li> </ul>

<b>Term: 2</b> <b>Year: 10</b> <b>Subject: Religious Studies</b>				
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><b><u>Christianity – Practices</u></b></p> <p><b><u>Worship and festivals</u></b></p> <ul style="list-style-type: none"> <li>• Different forms of worship and their significance:</li> <li>• liturgical, non-liturgical and informal, including the use of the Bible</li> <li>• private worship.</li> <li>• Prayer and its significance, including the Lord’s Prayer, set prayers and informal prayer.</li> <li>• The role and meaning of the sacraments:</li> <li>• the meaning of sacrament</li> <li>• the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism</li> <li>• the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.</li> <li>• The role and importance of pilgrimage and celebrations including:             <ul style="list-style-type: none"> <li>• two contrasting examples of Christian pilgrimage: Lourdes and Iona</li> <li>• the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate or students cannot access live provision.</li> <li>. Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>. Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>. PowerPoint narration added to resources where appropriate for enhanced explanation where live provision isn’t appropriate or students cannot access live provision.</li> <li>. Paper-based provision alternatives available</li> </ul>	<ul style="list-style-type: none"> <li>. Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>. Weekly Live TEAMS KS3 clinic slot.</li> <li>. PowerPoint narration added to resources where appropriate.</li> <li>. 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’.</li> </ul>	<ul style="list-style-type: none"> <li>. Students to be assessed on their performance on semi-structured exam questions (1, 2, 4 and 5 mark questions). These focus on the recall of knowledge as well as explaining Christian beliefs/teaching and their importance to Christians today.</li> </ul>

<p><b><u>The role of the church in the local and worldwide community</u></b></p> <ul style="list-style-type: none"><li>• The role of the Church in the local community, including food banks and street pastors.</li><li>• The place of mission, evangelism and Church growth.</li><li>• The importance of the worldwide Church including:<ul style="list-style-type: none"><li>• working for reconciliation</li><li>• how Christian churches respond to persecution</li><li>• the work of <b>one</b> of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</li></ul></li></ul>				
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