



# Curriculum Plan Beliefs & Values

Year 8	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra-curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Unit 1  Non-religious worldviews	Happiness  Death & Humanist funerals  Do we need a God?  Atheism in Britain  Identity & Secular Art	Explanation of key words, quotes, beliefs, practices & teachings  Ability to understand alternative points of view	Knowledge Test  <u>'You need God to live a good life and to give it purpose'</u>	Religious terminology.  Religious texts.  Parables  Using evidence  Analysing sources & interpretations.  Forming an argument  Explaining  Making a judgement  Newspaper articles.	<b>Attitude</b> – Take responsibility & pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.  <b>Achievement</b> - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.  <b>Community</b> - Work together & respect different ideas, opinions, beliefs, cultures & religions. Make connection between the topics and students' lives. Understand the religions, cultures & beliefs of different groups and put this into context.  <b>Endeavour</b> – Persevere with learning & understanding religious & cultural concepts. Use Knowledge Organisers to embed the knowledge into their learning.		Opportunities to share answers and opinions through class discussions to further learning & understanding.  Form debates & arguments.  Using empathy to understand key beliefs and attitudes.  Your roots. Why are they important?  Explore the identity of people who are 'spiritual but not religious'  Consider alternative non-religious rituals, such as the Sunday Assembly. Investigate non-religious ceremonies e.g. weddings, funerals and namings  To what extent do non-religious people replicate the practices of religion, without the supernatural, and why?



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<b>Unit 2</b>  <b>Inspirational People</b>	<p>Who is inspirational &amp; what are their qualities?</p> <p>What is a dilemma?</p> <p>How do we make decisions? The life story of Aung San Suu Kyi, consideration given to whether Buddhist beliefs inspired her to make the decisions she did.</p> <p>Importance of gender equality and education. The life story of Malala – focus on what inspired her to stand up for the rights of girls to have education. Is violence ever justified? To consider the role of Nelson Mandela in ending apartheid. The story of Nelson Mandela.</p>	<p>Explanation of key words, quotes, beliefs, practices &amp; teachings</p> <p>Ability to understand alternative points of view</p>	<p>Knowledge Test</p> <p><u><b>Explain why faith has been important in the life of any inspirational people you have studied</b></u></p>	<p>Religious terminology.</p> <p>Religious texts.</p> <p>Speeches</p> <p>Using evidence</p> <p>Analysing sources &amp; interpretations.</p> <p>Forming an argument</p> <p>Explaining</p> <p>Making a judgement</p> <p>Newspaper articles.</p>	<p><b>Attitude</b> – Take responsibility &amp; pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p><b>Achievement</b> - Use the feedback from assessments and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.</p> <p><b>Community</b> - Work together &amp; respect different ideas, opinions, beliefs, cultures &amp; religions. Make connection between the topics and students' lives. Understand the religions, cultures &amp; beliefs of different groups and put this into context.</p> <p><b>Endeavour</b> – Persevere with learning &amp; understanding religious &amp; cultural concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>	<p>Opportunities to share answers and opinions through class discussions to further learning &amp; understanding.</p> <p>Form debates &amp; arguments.</p> <p>Using empathy to understand key beliefs and attitudes.</p> <p>Learning about religious creeds.</p> <p>Qualities of a good leader.</p> <p>Inspirational people - Are your beliefs worth dying for?</p> <p>Gender equality &amp; education.</p> <p>Link news events to the topics.</p> <p>Explain Malala's relevance.</p> <p>Explain how Mandela changed the world.</p> <p>Martin Luther King's speech.</p>
<b>Unit 3</b>  <b>Heroes of the Holocaust</b>	<p>Judaism &amp; Antisemitism</p> <p>Jews in Europe before World War Two</p> <p>Assumptions &amp; the Holocaust</p>	<p>Explanation of key words, quotes, beliefs, practices &amp; teachings</p> <p>Ability to understand</p>	<p>Knowledge Test</p> <p><u><b>"People abandoned God during the Holocaust."</b></u></p>	<p>Religious terminology.</p> <p>Religious texts.</p> <p>Speeches</p> <p>Using evidence</p>	<p><b>Attitude</b> – Take responsibility &amp; pride in work. Ensure students understand the key concepts. Ask for help if stuck. Focus on the tasks.</p> <p><b>Achievement</b> - Use the feedback from assessments</p>	<p>Opportunities to share answers and opinions through class discussions to further learning &amp; understanding.</p> <p>What makes us human?</p> <p>Holocaust</p>



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	<p>Simone Liebster</p> <p>Corrie Ten Boom</p> <p>Religious responses</p>	<p>alternative points of view</p>	<p><u>To what extent do you agree?</u></p>	<p>Analysing sources &amp; interpretations.</p> <p>Forming an argument</p> <p>Explaining</p> <p>Making a judgement</p> <p>Newspaper articles.</p>	<p>and use targets to make progress. Purple pen to improve and redraft work. PAWS lessons.</p> <p><b>Community</b> - Work together &amp; respect different ideas, opinions, beliefs, cultures &amp; religions. Make connection between the topics and students' lives. Understand the religions, cultures &amp; beliefs of different groups and put this into context.</p> <p><b>Endeavour</b> – Persevere with learning &amp; understanding religious &amp; cultural concepts. Use Knowledge Organisers to embed the knowledge into their learning.</p>	<p>Persecution</p> <p>Responses to the Holocaust.</p>
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