

Curriculum Progression Map

Life



	Year 9	Year 10
Autumn 1	<p>Islam Beliefs and Teachings</p> <p>Reactivate Learning Link- Diverse Communities (Year 8 Autumn 2)</p> <p>Knowledge Understand the key beliefs and teachings of the religion of Islam including the concepts relating to monotheism, prophethood and the divine revelation of the Qur’an to the Prophet Muhammad (pbuh).</p> <p>Skills Explain and evaluate the beliefs with reference to specific teachings. Support and challenge religious beliefs in relation to scientific and non-religious viewpoints.</p> <p>Resources</p> <p>Eduqas GCSE Religious Studies Route A Option 3 https://www.youtube.com/channel/UCm3st4Abi6mZFllgW9nzEug</p>	<p>Good and Evil</p> <p>Reactivate Learning – Life and Death (Year 9 Summer 2)</p> <p>Knowledge Explore and consider issues relating good and evil including causes and responses to crime, purpose of evil and suffering, capital punishment, rehabilitation and reform. Know and understand teachings of Christianity and Islam beliefs about good and evil.</p> <p>Skills Explain and evaluate teachings of Christianity and Islam about good and evil. Develop awareness and understanding of alternative viewpoints to challenge and support teachings.</p> <p>Resources</p> <p>Eduqas GCSE Religious Studies Route A Option 3 https://www.youtube.com/channel/UCm3st4Abi6mZFllgW9nzEug</p>

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<p>Autumn 2</p>	<p>Islam Practices</p> <p>Reactivate Learning Link- Islam Beliefs and Teachings (Year 9 Autumn 1)</p> <p>Knowledge</p> <p>Understand how beliefs and teachings link to the actions and application of faith in the daily lives of Muslims. Know how Muslims practice their faith in acts of charity, worship and pilgrimage. Explore the traditions of Sunni and Shi’a Islam.</p> <p>Skills</p> <p>Explain and evaluate the role of teachings in the life of a Muslim and application of faith for individuals and communities in the UK. Develop awareness and empathy with the experience of faith to challenge and support in relation to my own values.</p> <p>Resources</p> <p>Eduqas GCSE Religious Studies Route A Option 3 https://www.youtube.com/channel/UCm3st4Abi6mZFllgW9nzEug</p>	<p>Human Rights</p> <p>Reactivate Learning – Human Rights (Autumn 2)</p> <p>Knowledge</p> <p>Explore and consider issues relating to human rights including free speech, censorship, equality, conflict and torture. Know and understand teachings of Christianity and Islam beliefs about human rights.</p> <p>Skills</p> <p>Explain and evaluate teachings of Christianity and Islam about good and evil. Develop awareness and understanding of alternative viewpoints to challenge and support teachings.</p> <p>Resources</p> <p>Eduqas GCSE Religious Studies Route A Option 3 https://www.youtube.com/channel/UCm3st4Abi6mZFllgW9nzEug</p>

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Spring 1	Christianity Beliefs and Teachings Reactivate Learning Link - Diverse Communities (Year 8 Autumn 2) Knowledge Understand key beliefs and teachings within Christianity. Explore concepts including the Trinity and important events in the life of Jesus including the Incarnation and Resurrection. Skills Explain and evaluate the beliefs with reference to specific teachings. Support and challenge religious beliefs in relation to scientific and non-religious viewpoints. Resources Eduqas GCSE Religious Studies Route A Option 3 https://www.youtube.com/channel/UCm3st4Abi6mZFILgW9nzEug	Exam Preparation Reactivate Learning – GCSE Religious Studies Year 9 and Year 10 Knowledge Explore and consider technique to respond effectively to a range of exam questions. Know how to structure responses and identify strategies to approach a range of exam questions. Skills Explain and evaluate exam question responses through practice and performance. Resources Eduqas GCSE Religious Studies Route A Option 3 https://www.youtube.com/channel/UCm3st4Abi6mZFILgW9nzEug

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Spring 2	Christianity Practices Reactivate Learning Link- Christian Beliefs and Teachings (Year 9 Spring 1) Knowledge Understand how beliefs and teachings link to the actions and application of faith in the daily lives of Christians. Know how Christians practice their faith in acts of charity, worship and pilgrimage. Explore the Christian denominations and their role in UK society. Skills Explain and evaluate the role of teachings in the life of a Christian and application of faith for individuals and communities in the UK. Develop awareness and empathy with the experience of faith to challenge and support in relation to my own values.	Exam Preparation – Retrieval Reactivate Learning – GCSE Religious Studies Year 9 and Year 10 Knowledge Explore and consider technique to retrieve content effectively and apply to a range of exam questions. Know how to structure responses and identify strategies to retrieve knowledge using revision and reactivate strategies. Skills Explain and evaluate content retrieval through practice and performance. Resources

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	<p>Resources</p> <p>Eduqas GCSE Religious Studies Route A Option 3 https://www.youtube.com/channel/UCm3st4Abi6mZFllgW9nzEug</p>	<p>Eduqas GCSE Religious Studies Route A Option 3 https://www.youtube.com/channel/UCm3st4Abi6mZFllgW9nzEug</p>
<p>Summer 1</p>	<p>Relationships</p> <p>Reactivate Learning – Healthy Relationships and Respect (Year 8 Spring 2)</p> <p>Knowledge</p> <p>Explore and consider issues relating to human relationships including sex before marriage, cohabitation, marriage and divorce. Know and understand teachings of Christianity and Islam beliefs about relationships.</p>	<p>GCSE Religious Studies Exam in May/June</p>

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Skills
Explain and evaluate teachings of Christianity and Islam about human relationships. Develop awareness and understanding of alternative viewpoints to challenge and support teachings.

Resources
Eduqas GCSE Religious Studies Route A Option 3
<https://www.youtube.com/channel/UCm3st4Abi6mZFILgW9nzEug>

Summer 2

Life and Death

Reactivate Learning – Relationships (Year 9 Summer 1)

Knowledge

Explore and consider issues relating to the beginning and end of human life including abortion, euthanasia, medical ethics, life after death and the origin of

Marriage and Civil Partnerships

Reactivate Learning – Healthy Relationships and Respect (Year 8 Spring 2)

Recognise

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humanity. Know and understand teachings of Christianity and Islam beliefs about issues relating to life and death.

Skills

Explain and evaluate teachings of Christianity and Islam about issue relating to life and death. Develop awareness and understanding of alternative viewpoints to challenge and support teachings.

Resources

Eduqas GCSE Religious Studies Route A Option 3
<https://www.youtube.com/channel/UCm3st4Abi6mZFILgW9nzEug>

Know and understand the legal status of marriage in the UK and why it is valued in many religious communities and in non-religious contexts. I know that marriage should never be forced and how people who are not married and in relationships are protected by the law.

Respond

Know when and where to seek support from trusted adults at home and in school if I need help to manage changes. Evaluate the range of support and know the role of Childline and Kooth 1-1 chat services if I need help with an issue I am struggling to talk about face to face. Know where to report concern about Female Genital Mutilation or any aspect of safety to receive immediate emergency support.

Resources

<https://www.parliament.uk/about/living-heritage/transformingsociety/private-lives/relationships/overview/lawofmarriage/>
<https://www.gov.uk/guidance/forced-marriage>

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The Importance of Nurture for the Development of Wellbeing

The principles of Nurture are important in supporting a student to feel that they are safe, their basic needs are met (pastoral support - food, drink, emotional, physical support) . Therefore, the student is ready to learn (Maslow's Hierarchy of Need).

All aspects of learning in Life include the development of well-being and the understanding of well-being in others including explicit teaching of strategies to promote opportunities for self-regulation and resilience building.

All Behaviour is Communication

As part of Scalby School behaviour policy C3's and C4's are recorded. This information is monitored and followed up via the Pastoral Protocol. In the classroom teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student is in need of additional support. Behaviours which are a cause for concern are raised with Pastoral or SEND teams so the correct intervention and support can be put in place. These include learning concerns which are raised as an SEN short note which trigger investigation into the need for exam access arrangements.

The Importance of Transitions in Children's Lives

The Life department supports student transitions in to y7 by liaising with our feeder primary schools and having an input in to the RSHE curriculum at those schools. Once they start in Y7 we recap basic skills from primary so that everyone is at the same starting point.

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As a core subject for all students, the Life curriculum supports students emotional wellbeing through a series educational and personal milestones. Equal emphasis is placed upon learning about the emotional and physical experience of puberty and preparation for next educational steps at KS3 and post 16 transitions.

Post 16 transitions are supported by liaising with a range of local further education provision, apprenticeships and career support services.

Language is a vital form of communication

Whole school focus on vocab in **Life** we teach topic specific keywords and use glossaries for KS4.

In **Life** key vocabulary is explored throughout topics to equip students with vocabulary to express their emotions and thoughts effectively and is a focus in all topics across KS3 and KS4.

In Life we do presentations and verbal assessments which we differentiate to each student to encourage them to take part in group activities with other students.

The classroom offers a safe base

In the **Life** department we have high level of expectations with regards to behaviour and engagement in lessons. We follow the Scalby school behaviour for learning system (outlined on P8 of student planner), have a recognised Matrix and seek support from Active Patrol SLT. Pupils feel safe in the predictability of whole school standards being upheld by all staff across the department.

Children's Learning is understood developmentally

Teachers have completed SEN Provision Maps for each class that they teach. This is saved on Pedagogy platform for all teachers in the department to access. We use the Sen register and my profile documents to plan lessons. In both KS3 and KS4 we use to support all students with note taking and dyslexia friendly strategies including the use of coloured paper and overlay.

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