

RELIGIOUS EDUCATION ACROSS THE CURRICULUM – ALSOP HIGH SCHOOL 2018-19

AUTUMN TERM

Year	Element	Liverpool Agreed Syllabus	
		Knowledge, Skills and Understanding	Breadth of Study
7	Creative Learning Day – Introduction to Religion and Community	<p>Attainment Target 1 - Learning about religion</p> <ul style="list-style-type: none"> investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions investigate and explain why people belong to faith communities and explain the reasons for diversity in religion discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues 	<p>Belief</p> <p>a) Beliefs b) Teachings c) Figures d) Symbols</p> <p>Practice</p> <p>a) Identity b) Relationship</p>
7-9	PSHE Module – Showing Respect (Disagreeing Well)	<p>Attainment Target 2 – Learning from religion</p> <ul style="list-style-type: none"> reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments express their own beliefs and ideas, using a variety of forms of expression 	<p>Practice</p> <p>c) Morality</p> <p>Opportunities</p> <p>b) Communicate c) Reflect</p>
7-9	PSHE Module – Living Without Harm (Community)	<p>AT1 – Learning about religion</p> <ul style="list-style-type: none"> investigate and explain why people belong to faith communities and explain the reasons for diversity in religion <p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas express insights into the significance and value of religion and the other world views on human relationships personally, locally and globally 	<p>Practice</p> <p>a) Identity b) Relationship c) Morality</p>
7-9	Creative Learning Days – PiXL Edge LORIC	<p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> reflect and evaluate their own and other’s beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas express their own beliefs and ideas, using a variety of forms of expression 	<p>Practice</p> <p>a) Identity</p> <p>Opportunities</p> <p>d) Create</p>

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<p>10-11</p>	<p>PSHE Articles –</p> <ul style="list-style-type: none"> • Showing Respect • Disagreeing Well • Actions and Consequences 	<p>AT1 – Learning about religion</p> <ul style="list-style-type: none"> • investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments • think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well substantiated conclusions <p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions • develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about religion 	<p>Practice</p> <ul style="list-style-type: none"> a) Identity b) Relationship c) Morality <p>Opportunities</p> <ul style="list-style-type: none"> d) Create
<p>12-13</p>	<p>HET Training and Auschwitz visit</p>	<p>AT1 – Learning about religion</p> <ul style="list-style-type: none"> • investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments • think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well substantiated conclusions <p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life • develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media 	<p>Belief</p> <ul style="list-style-type: none"> a) Beliefs b) Teachings c) Figures d) Symbols <p>Opportunities</p> <ul style="list-style-type: none"> a) Experience b) Communicate c) Reflect
<p>12-13</p>	<p>Social Action Projects –</p> <ul style="list-style-type: none"> • Christmas party for older residents • Christmas party for vulnerable / disadvantaged students 	<p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life • develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media 	<p>Opportunities</p> <ul style="list-style-type: none"> b) Communicate d) Create

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All	Social Action Projects – <ul style="list-style-type: none"> MacMillan Cancer Coffee Morning Operation Christmas Child Christmas Hamper Appeal 	AT2 – Learning from religion <ul style="list-style-type: none"> relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media 	Opportunities b) Communicate d) Create
All	Programme of Collective Worship themes – <ul style="list-style-type: none"> Remembrance Day Advent / Christmas 	AT1 – Learning about religion <ul style="list-style-type: none"> interpret a variety of forms of religious and spiritual expression investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments AT2 – Learning from religion <ul style="list-style-type: none"> reflect and evaluate their own and other’s beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life 	Belief a) Beliefs b) Teachings c) Figures d) Symbols Practice d) Worship Opportunities c) Reflect

SPRING TERM

Year	Element	Liverpool Agreed Syllabus	
		Knowledge, Skills and Understanding	Breadth of Study
10-11	PSHE Articles – <ul style="list-style-type: none"> ‘Open’ vs ‘closed’ character Helping those at risk of harm 	AT2 – Learning from religion <ul style="list-style-type: none"> reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about religion relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life 	Practice a) Identity b) Relationship c) Morality Opportunities d) Create

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All	Holocaust Memorial Day Service	<p>AT1 – Learning about religion</p> <ul style="list-style-type: none"> • interpret a variety of forms of religious and spiritual expression <p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • express their own beliefs and ideas, using a variety of forms of expression 	<p>Practice d) Worship</p> <p>Opportunities c) Reflect d) Create</p>
All	Centenary Launch – Archbishop of York Visit	<p>AT1 – Learning about religion</p> <ul style="list-style-type: none"> • interpret a variety of forms of religious and spiritual expression • draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life <p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • express their own beliefs and ideas, using a variety of forms of expression 	<p>Practice d) Worship</p> <p>Opportunities a) Experience b) Communicate c) Reflect d) Create</p>
All	<p>Programme of Collective Worship themes –</p> <ul style="list-style-type: none"> • Holocaust Memorial Day • Lent / Easter 	<p>AT1 – Learning about religion</p> <ul style="list-style-type: none"> • interpret a variety of forms of religious and spiritual expression • investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments <p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • reflect and evaluate their own and other’s beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas • relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life 	<p>Belief a) Beliefs b) Teachings c) Figures d) Symbols</p> <p>Practice d) Worship</p> <p>Opportunities c) Reflect</p>

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SUMMER TERM

Year	Element	Liverpool Agreed Syllabus	
		Knowledge, Skills and Understanding	Breadth of Study
7-9	Archbishop of York Youth Award – Faith Module	<p>AT1 – Learning about religion</p> <ul style="list-style-type: none"> • apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language expressing religious ideas and beliefs • interpret and evaluate a range of sources, texts and authorities, from a variety of contexts <p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas • express insights into the significance and value of religion and the other world views on human relationships personally, locally and globally 	<p>Belief</p> <p>a) Beliefs b) Teachings c) Figures d) Symbols</p>
7-9	PSHE Module – Showing Respect (Diversity)	<p>AT1 – Learning about religion</p> <ul style="list-style-type: none"> • investigate and explain why people belong to faith communities and explain the reasons for diversity in religion 	<p>Practice</p> <p>a) Identity b) Relationship c) Morality</p>
7-9	PSHE Module – Living Without Harm (Environment)	<p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • express insights into the significance and value of religion and the other world views on human relationships personally, locally and globally • reflect and evaluate their own and other’s beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas 	<p>Practice</p> <p>a) Identity b) Relationship c) Morality</p>
7-9	PSHE Modules – Acts of Kindness (Thoughts, Words and Deeds / Organised Acts of Kindness)	<p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life • develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media 	<p>Practice</p> <p>a) Identity b) Relationship</p> <p>Opportunities</p> <p>d) Create</p>

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10-11	<p>PSHE Articles –</p> <ul style="list-style-type: none"> • Respecting Diversity • Acts of Kindness 	<p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions • develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about religion • relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life 	<p>Practice</p> <p>a) Identity b) Relationship c) Morality</p> <p>Opportunities</p> <p>d) Create</p>
All	<p>Creative Learning Day – Places of Worship Visits</p>	<p>AT1 – Learning about religion</p> <ul style="list-style-type: none"> • draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life <p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas 	<p>Practice</p> <p>d) Worship</p> <p>Opportunities</p> <p>a) Experience b) Communicate</p>
All	<p>Centenary Celebration – 'The Great Get-Together' Community Event</p>	<p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life • develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media 	<p>Opportunities</p> <p>a) Experience b) Communicate d) Create</p>
All	<p>Programme of Collective Worship themes –</p> <ul style="list-style-type: none"> • Ramadan • Environment • Refugees 	<p>AT1 – Learning about religion</p> <ul style="list-style-type: none"> • interpret a variety of forms of religious and spiritual expression • investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments <p>AT2 – Learning from religion</p> <ul style="list-style-type: none"> • reflect and evaluate their own and other's beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas • relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life 	<p>Belief</p> <p>a) Beliefs b) Teachings c) Figures d) Symbols</p> <p>Practice</p> <p>d) Worship</p> <p>Opportunities</p> <p>c) Reflect</p>

